

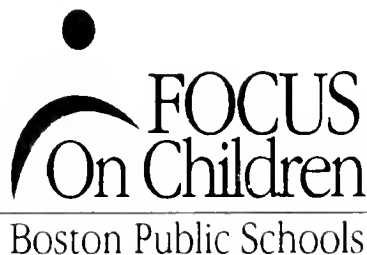
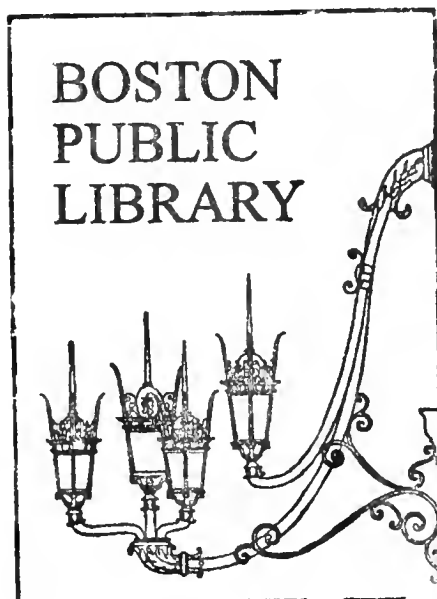
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# IN-DEPTH REVIEW PROCESS SY1999-2000

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PRESENTATION OF RESULTS AND  
EVALUATION OF THE PROCESS



Boston Public Schools



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# IN-DEPTH REVIEW PROCESS SY1999-2000

## FINAL RESULTS AND EVALUATION OF THE PROCESS

### ORGANIZATION OF REPORT

This report presents two distinct aspects of the In-Depth Review process.

**Part I** focuses on the ratings of the schools that underwent the In-Depth Review process. It begins with an overview of the entire Accountability System. A description of the Yearly Checkpoint Review Rating (YCR) is followed by a listing of the results for the 26 schools that went through the full review process during SY1999-2000. A description of the In-Depth Review process is followed by the school ratings. Combining the quantitative YCR rating with the qualitative IDR rating yields an Overall Accountability Rating for each school. This composite rating is presented for each of the 26 schools. Details of the findings for each individual school are included in Appendix A. The final section of Part I presents averages of the schools' ratings on the 20 Indicators of the Six Essentials as a way of highlighting areas of concern systemwide.

**Part II** is an evaluation of the IDR process itself in an attempt to refine and improve the process. It presents the results of surveys that were received both from IDR schools and from Visiting Team members. Copies of the survey instruments are included in Appendix B. In addition, there were focus group meetings with IDR Team chairs and IDR school Principals and Headmasters. Survey questions focused on topics such as the usefulness of the IDR process, the usefulness of the Team's recommendations, the time spent in the process, and the usefulness of training. Specific suggestions that emerged from the surveys are organized into a table summarizing each issue and listing one or more proposed solutions.



# PART I: IDR FINAL RESULTS

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## OVERVIEW OF THE ACCOUNTABILITY SYSTEM

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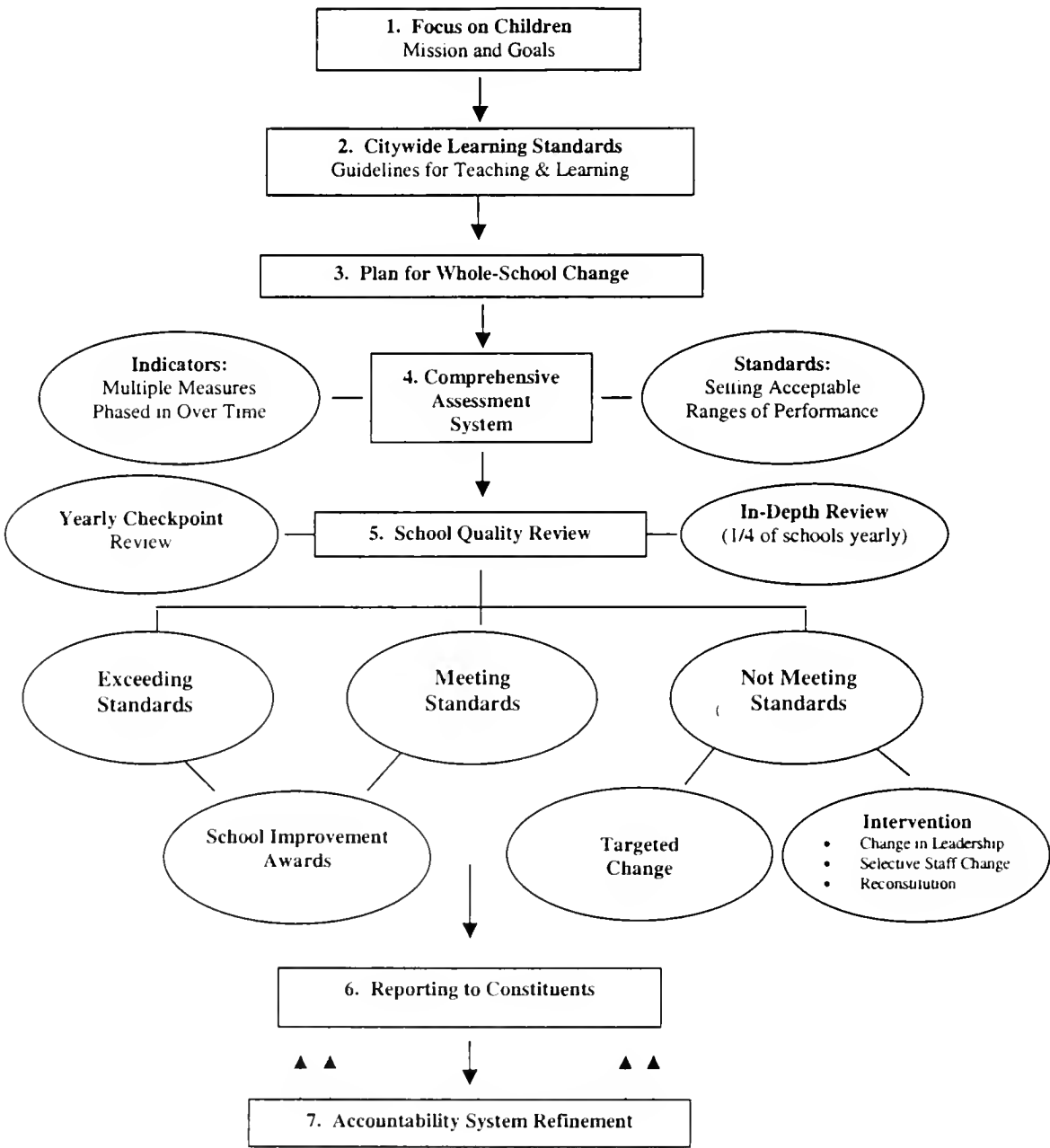
The purpose of the Boston Public Schools Accountability System is to promote the highest quality of teaching and learning in every Boston public school. An effective school accountability system is one that establishes and maintains a cohesive set of policies and operational components focused on a continuous enhancement of teaching and learning. Boston's School Accountability System is guided by the system's mission and goals, plan for whole school change, and clearly articulated Performance Indicators and Standards. Operationally, the accountability system supports schools by bringing together the entire set of support services and the entire school community through the School Quality Review process.

The guiding principles for the accountability system ensure that the system:

- Strives to be supportive and solution oriented
- Promotes continuous progress
- Incorporates both systemwide and school-level goals
- Utilizes multiple assessment measures
- Includes quantitative and qualitative indicators
- Provides diagnostic information
- Operates as a unified and coherent system
- Utilizes collaborative and iterative procedures
- Provides for data-driven decisions
- Maintains consistency with and fosters the school system's values and whole school change
- Maintains fairness and equity among schools, students, and staff

Boston's School Accountability System incorporates a number of key components. Each component and its inter-relationships are represented diagrammatically below. This report encompasses the results of the In-Depth Review process and the Accountability System refinement.

Figure 1 Accountability System for the Boston Public Schools – Overall Structure and Components



School Quality Review encompasses a multifaceted, ongoing set of activities that monitor school quality over a four-year cycle. It consists of a quantitative (Yearly Checkpoint Review) and qualitative (In-Depth Review) examination of the schools. The Yearly Checkpoint Reviews (quantitative focus) have been built into this process to ensure that schools are meeting their yearly progress targets relative to the Superintendent's goals. The average school progress is represented by a Yearly Checkpoint Review Rating. A school undergoes an In-Depth Review (qualitative focus) once every four years. This is designed to guarantee that all schools are given extensive and focused examination and feedback on all aspects of whole school change on a regular basis. This review of the school culminates in an In-Depth Review Rating. Finally, the YCR and the IDR are combined in the Overall Accountability Rating.

## YEARLY CHECKPOINT REVIEW RATING (YCR)

The *Yearly Checkpoint Review Status Report* provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). Using SY1997-98 as the baseline year, suggested *Progress Objectives* are provided. These *Progress Objectives* or SMART Goals are computed as the difference between the school's baseline status (SY1997-98) and the Systemwide Standard (Superintendent's Goals). This difference defines what the school needs to achieve by SY2002-03 and is divided into even amounts over the five years. These yearly targets act to suggest equal linear steps of growth that serve as a check to guard against falling behind in the progress of the school's academic improvement. For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.<sup>2</sup> As a result of the school's performance against the *Progress Objectives* taken together, the school is classified into one of four categories: 'Met or Exceeded Yearly Objectives', 'Made Substantial Progress Toward Yearly Objectives', 'Made Some Progress Toward Yearly Objectives', or 'Maintained or Declined'. This is the school's **Yearly Checkpoint Review Rating**.

The 26 schools that underwent IDR this cycle received the following YCR ratings.

Table 1: YCR Ratings for the IDR Schools

Met or Exceeded Yearly Objectives	Made Substantial Progress	Made Some Progress	Maintained or Declined
none	Beethoven Cleveland Dickerman Irving Jackson/Mann Lewenberg Lewis Manning Mather O'Bryant O'Hearn Ohrenberger Russell Snowden	ACC Bradley Channing Charlestown Clap Ellis Gardner J. Kennedy Taylor Wheatley	Dearborn Eliot

<sup>1</sup> *Substantial Progress* is defined as achieving at least 50% of the Yearly Objective.

<sup>2</sup> Codes were assigned points as follows: *Met or Exceeded* = 5, *Made Substantial Progress* = 4, *Made Some Progress* = 2, *Maintained* = 1 and *Declined* = 0. Averages were rounded to the nearest whole number and classified as follows: 5 = *Met or Exceeded*, 3-4 = *Substantial Progress*, 2 = *Some Progress*, 1 = *Maintained*, and 0 = *Declined*.

## IN-DEPTH REVIEW RATING (IDR)

The In-Depth Review (IDR) is the means whereby each of Boston's public schools undergoes a formal accountability review every four years. Cluster-based visiting teams comprised of a range of participants (teachers, administrators, parents, business or university partners, etc.) visit the school and prepare an IDR Final Report based on their findings. Prior to the visit, each school prepares a School Portfolio that is used extensively in the In-Depth Review process.

### SCHOOL PORTFOLIOS

The school uses a variety of sources of data, both quantitative and qualitative, to provide supporting evidence of its accomplishments related to each of twenty indicators that comprise the *Six Essentials of Whole School Change*. Information includes their School Plan, their SAS report (Self Assessment Study), formative assessment information and other evidence that the school feels would be useful to present to the team. Schools undergo training and are provided with a complete manual giving detailed suggestions for how to prepare the portfolio.

### SCHOOL VISITS

Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. Teams undergo extensive training in preparation for their school visits. They are expected to organize their work in such a way as to maximize the value of the time they spend in the school. Specifically, the IDR Visiting Team's responsibilities include receiving training in using the IDR accountability rubric, interpreting data, gathering data, observing, interviewing, reviewing the school's Yearly Checkpoint Review Status Report, reviewing the school's portfolio, conducting on-site inspection(s), and finally, writing the IDR Final Report. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'. This is the school's **In-Depth Review Rating**.

The 26 schools that underwent IDR this cycle received the following In-Depth Review ratings.

*Table 2: IDR Ratings for the IDR Schools*

Demonstrating Effectiveness	Operational	Emerging	Readiness
Beethoven	Bradley	ACC	none
Charlestown	Channing	Dearborn	
Gardner	Clap	Dickerman	
Jackson/Mann	Cleveland	Eliot	
Lewenberg	Irving	Ellis	
O'Hearn	J. Kennedy	Lewis	
Ohrenberger	Manning	Taylor	
Russell	Mather	Wheatley	
	O'Bryant		
	Snowden		

## OVERALL ACCOUNTABILITY RATING

The combining of the quantitative rating (YCR) and the qualitative rating (IDR) culminates in the Overall Accountability Rating for the school.

It is the intersection of the school's classification on both dimensions using the matrix below. The school's final rating falls into one of three Standards-Referenced Categories: 'Exceeding Standards', 'Meeting Standards', 'Not Meeting Standards (Review for Targeted Change)'.

The table below presents the Overall Accountability Ratings for each of the IDR 2000 schools and how the YCR and IDR ratings determined the overall rating.

### Overall Accountability Ratings Yearly Checkpoint Review and In-Depth Review Ratings SY1999-2000

Yearly  
Checkpoint  
Review  
Overall Rating

Met or Exceeded Yearly Objectives	Meeting Standards	Meeting Standards	Exceeding Standards	Exceeding Standards
Made Substantial Progress Toward Yearly Objectives	Not Meeting Standards (Review for Targeted Change)	Meeting Standards Dickerman Lewis	Meeting Standards Cleveland Irving Manning Mather O'Bryant Snowden	Exceeding Standards Beethoven Jackson/Mann Lewenberg O'Hearn Ohrenberger Russell
Made Some Progress Toward Yearly Objectives	Not Meeting Standards (Review for Targeted Change)	Not Meeting Standards (Review for Targeted Change) ACC Ellis Taylor Wheatley	Meeting Standards Bradley Channing Clap J. Kennedy	Meeting Standards Charlestown Gardner
Maintained or Declined	Not Meeting Standards (Review for Targeted Change)	Not Meeting Standards (Review for Targeted Change) Dearborn Eliot	Not Meeting Standards (Review for Targeted Change)	Not Meeting Standards (Review for Targeted Change)

Readiness

Emerging

Operational

Demonstrating Effectiveness

In-Depth Review Rating

- Six schools (23%) received a rating of *Exceeding Standards*.
- Fourteen schools (54%) received a rating of *Meeting Standards*.
- Six schools (23%) received a rating of *Not Meeting Standards*.

## WHOLE SCHOOL CHANGE INDICATORS RATING SUMMARY

The table below presents the average rating for each of the twenty In-Depth Review Indicators averaged across the 26 schools that underwent the In-Depth Review process this year. The counts of rating categories for each indicator are represented as percentages in order to see how ratings were distributed for each indicator. The indicators measure the six Essentials of Whole School Change adopted by School Committee. The averages serve to highlight the status of Whole School Change across approximately 20% of the Boston Public Schools.

*Table 3 Indicator Ratings Summary based upon all In-Depth Review Schools*

	Demonstrating Effectiveness	Operational	Emerging	Readiness	Average Points
<b>Essential 1. Schoolwide Instructional Focus</b>					
1.1. Connections between Vision and Expectations	31%	54%	15%	0%	3.2
1.2. Ownership and Appropriateness of Vision	35%	42%	23%	0%	3.1
<b>Essential 2. Looking at Student Work and Data</b>					
2.1. Ongoing Assessment and Multiple Measures	27%	46%	27%	0%	3.0
2.2. Criteria and Reporting	27%	23%	50%	0%	2.8
2.3. Using Data for Planning	23%	31%	42%	4%	2.7
2.4. Achievement and Equity	8%	46%	38%	8%	2.5
<b>Essential 3. Professional Development Plan</b>					
3.1. Formal Assessment	38%	50%	12%	0%	3.3
3.2. Administrator Assessment	31%	50%	12%	8%	3.0
3.3. Professional Development Plan	26%	48%	26%	0%	3.0
<b>Essential 4. Learn and Use Best Teaching Practices</b>					
4.1. Curriculum	19%	46%	35%	0%	2.8
4.2. Instruction	15%	38%	46%	0%	2.7
4.3. Structure to Support Learning	38%	31%	31%	0%	3.1
<b>Essential 5. Align Resources with Instructional Focus</b>					
5.1. Budget Supports Vision	65%	23%	8%	4%	3.5
5.2. Provision of Programmatic Services	48%	28%	24%	0%	3.2
5.3. Provision of Student Supports	19%	54%	27%	0%	2.9
<b>Essential 6. Involvement of Parents and Community</b>					
6.1. Outreach to Families	27%	42%	27%	4%	2.9
6.2. Ongoing Dialogue	33%	41%	26%	0%	3.1
6.3. Parental and Community Participation	23%	35%	38%	4%	2.8
6.4. Partnerships with the Community	58%	42%	0%	0%	3.6
6.5. Decision-Making	31%	54%	15%	0%	3.2
Total number of schools: 26					
<u>Areas needing additional focus</u>					
<u>Areas that are most developed</u>					



- The indicators that have lower average ratings and thereby need concentrated systemwide focus. These include **Criteria and Reporting**, **Using Data for Planning**, and **Achievement and Equity** under *Looking at Student Work and Data*. Under *Learn and Use Best Teaching Practices* there were **Curriculum** and **Instruction**. Under *Align Resources with Instructional Focus* there was **Provision of Student Supports**. Finally, under *Involvement of Parents and Community* there were **Outreach to Families** and **Parental and Community Participation**.
- Two indicators show high average ratings and deserve recognition as well. These include **Budget Supports Vision** under *Align Resources with Instructional Focus* and **Partnerships with the Community** under *Involvement of Parents and Community*.
- It is important to note that both *Looking at Student Work and Data* and *Learn and Use Best Teaching Practices*, two critically important Essentials, had low average ratings for the majority of their indicators. The findings under *Looking at Student Work and Data* suggest that schools have implemented ongoing assessment and multiple measures, but do not yet know how to use them to best effect. Further professional development in this area is indicated. Curriculum and instruction are at the core of BPS' mission as articulated in *Focus on Children*. Many of the IDR reports noted pockets of excellence in these areas; the ongoing challenge is to make those areas of excellence more widespread so that the Citywide Learning Standards are implemented effectively in all schools and all classrooms.

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## INDIVIDUAL SCHOOLS – FINDINGS

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Individual school findings are presented in the appendix. For each school there are three documents providing both qualitative and quantitative data about the school's performance.

1. A cover page that presents the three accountability ratings (YCR, IDR, and Overall Accountability Rating), a listing of key recommendations from the IDR Visiting Team for those indicators that were rated as either "Readiness" or "Emerging", and the names of the members of the Visiting Team.
2. The Indicator Ratings Summary that provides the ratings for each indicator at a glance. This provides the qualitative data concerning the school's progress toward Whole School Change. The average In-Depth Review rating is reflected along the horizontal axis in the table above.
3. The Yearly Checkpoint Review report that provides quantitative data about the school's academic achievement. The average Yearly Checkpoint Review rating (YCR Index) is reflected along the vertical axis in the table above.

# **PART II: EVALUATION OF PROCESS**

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## **ACCOUNTABILITY SYSTEM REFINEMENT – EVALUATION OF THE PROCESS**

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### **INTRODUCTION**

The overall BPS Accountability System was designed so that there was a built in mechanism for periodic refinement. One part of the refinement process is the work being done by the School Quality Review Task Force that is looking at indicators for school accountability. In addition to their work, a multi-faceted evaluation of this cycle of the IDR has been conducted. In this section of the report, the results from the evaluation will be presented and recommendations for refinement of the IDR process will be suggested.

The evaluation design included meetings with IDR school Principals/Headmasters and IDR Visiting Team chairs along with surveys administered to two groups, i.e., Visiting Team members and staff and other members of each IDR school community. Copies of both surveys are contained in Appendix B.

### **SURVEYS FROM IDR SCHOOLS**

Surveys were sent to each IDR school at the end of April, after the Visiting Team's report had been submitted to the Superintendent, with the intent of obtaining feedback from administrators, teachers, parents and other members of the school community. Seventy-three surveys were returned; about three-quarters of them came from teachers, and about the same proportion came from elementary schools. Finally, about three-quarters of the respondents helped to prepare the School Portfolio and over half of the respondents had direct contact with the IDR Visiting Team.

### **SURVEYS FROM IDR VISITING TEAM MEMBERS**

Surveys were sent to each IDR Visiting Team member at the end of April, after the Team's report had been submitted to the Superintendent. Forty-six surveys were returned in time to be included in the data analysis. About 30% of the respondents were teachers, another 30% were parents or other members of the school community, and 40% were administrators.

### **FEEDBACK ON UTILITY OF TRAINING**

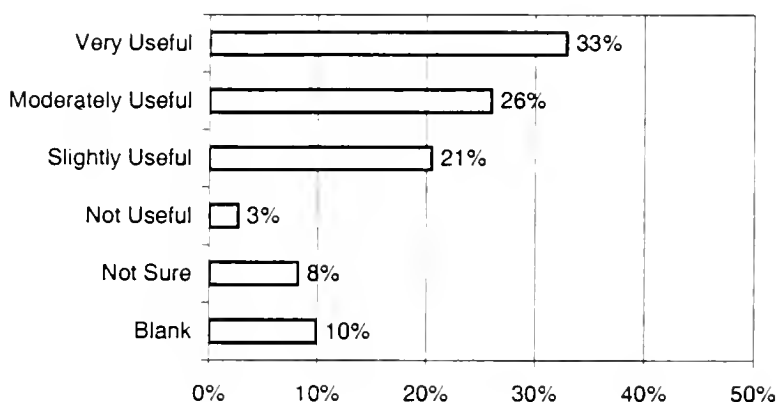
Training for IDR schools and Visiting Team members was extensively enhanced this year as a result of the evaluation of the pilot cycle of the IDR process. This year, 158 people received training to work as a member of a Visiting Team, and more than 75 staff from the IDR schools received training. Feedback from the survey indicated that 78% of the Visiting Team members and about 60% of the IDR school respondents felt that the training was either very useful or moderately useful in preparing them for the IDR process. Written comments and feedback from the focus group meetings suggest that more concrete examples could be provided and individuals from SY1999-2000 IDR schools and Visiting Teams should be included among the trainers.

## OVERALL RATING OF IDR IMPACT ON THE SCHOOLS

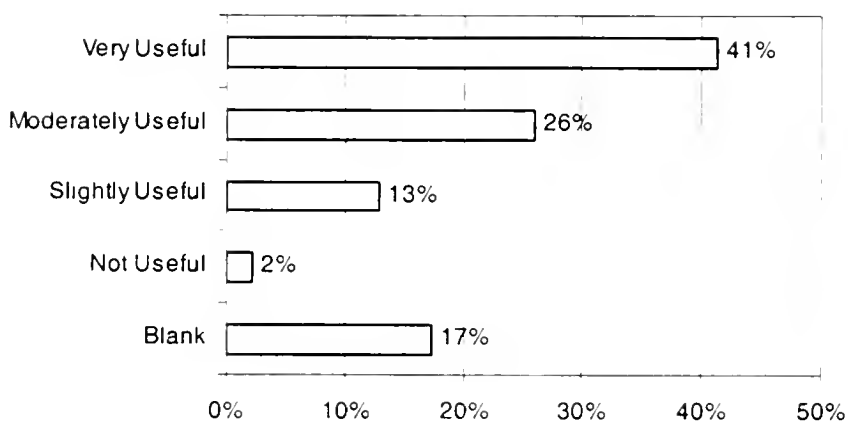
In an effort to obtain a rich understanding of the impact of the IDR process on the schools, both the IDR Schools and the Visiting Team members were asked the same question about the impact of the process. The ratings from each group are presented below.

**To what extent do you feel that the IDR process will be useful to the school?**

### FROM IDR SCHOOLS



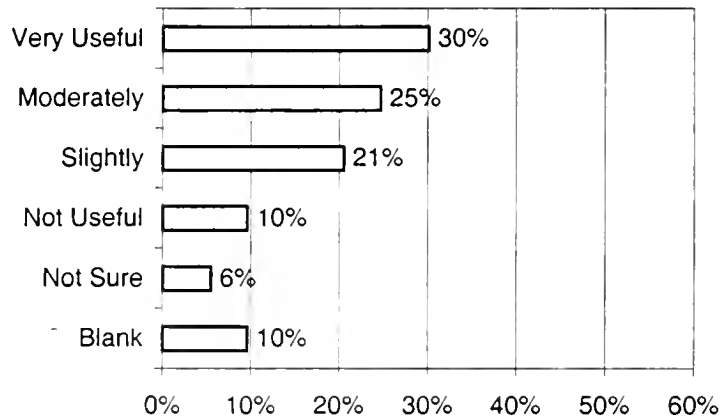
### FROM IDR TEAM MEMBERS



- The majority of both Visiting Team respondents (67%) and IDR School respondents (59%) felt that the IDR process would be very useful or moderately useful for the school.
- Very few respondents, fewer than 3% from each group, felt that the IDR process would not be useful to the schools.

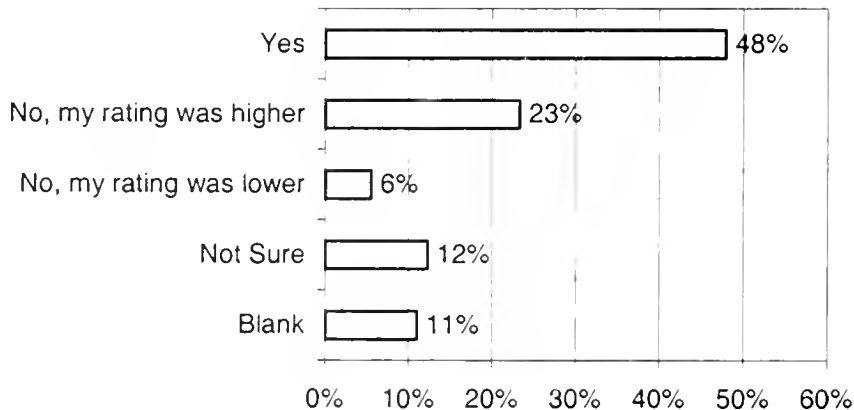
## FEEDBACK FROM IDR SCHOOLS

**To what degree do you think the Visiting Team's recommendations will be useful to your school?**



- When asked specifically about the utility of the Visiting Team's recommendations, 55% of the IDR School respondents felt that the recommendations would be very useful or moderately useful.
- About 10% of the respondents felt that the results would not be useful, and about 16% were not sure or left the question blank.

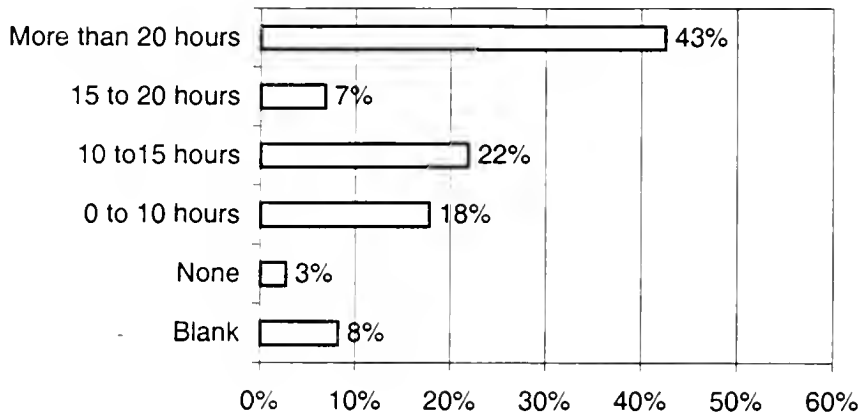
**Was the Visiting Team's overall rating for the school the same as yours?**



- Nearly half of the IDR School respondents (48%) said that the Team's rating for the school was the same as their rating.
- Not surprisingly, if IDR school respondents reported that their rating differed from the Team's rating, they were more likely to say that their rating was higher than the Visiting Team's rating.

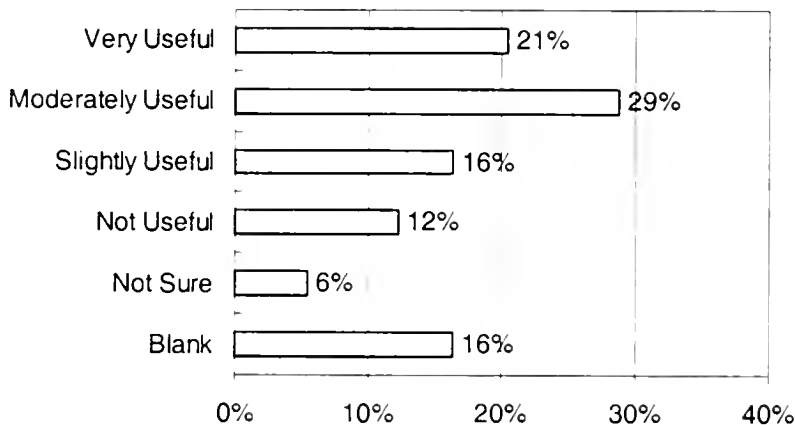
The surveys to IDR Schools also contained questions about the time involved in the process.

### How much time did you personally spend working on the school portfolio?



- Forty-three percent of the IDR School respondents said that they spent more than 20 hours working to prepare their school's Portfolio.
- About twenty percent of the respondents spent 10 to 15 hours working on the Portfolio.

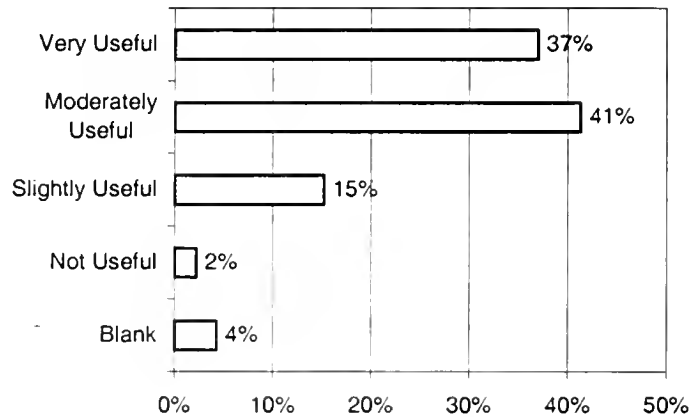
### To what extent do you feel that the IDR process will be useful to you, professionally/ personally?



- While many of the respondents spent considerable time on the IDR process, half of them felt that their participation in the IDR process would be moderately or very useful to them professionally or personally.
- About one in five respondents did not answer the question or indicated that they were not sure about the usefulness of the process to them personally. It would be useful to re-ask this question a year from now.

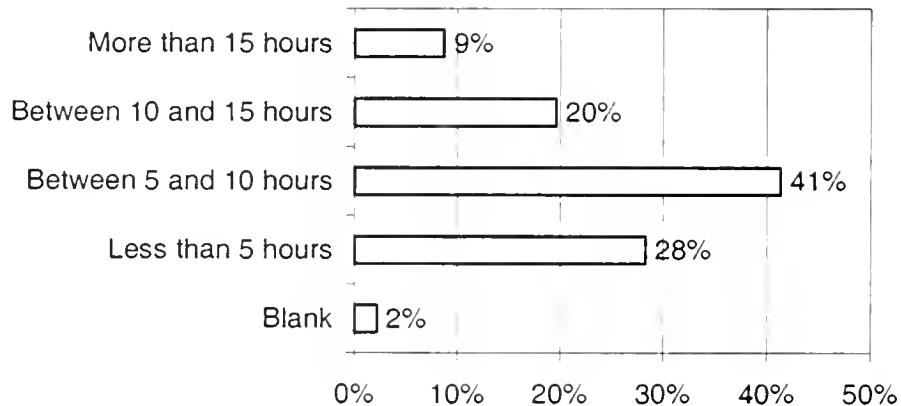
## FEEDBACK FROM VISITING TEAM MEMBERS

Now that you've finished the process, how useful was the training in preparing you for the IDR process?



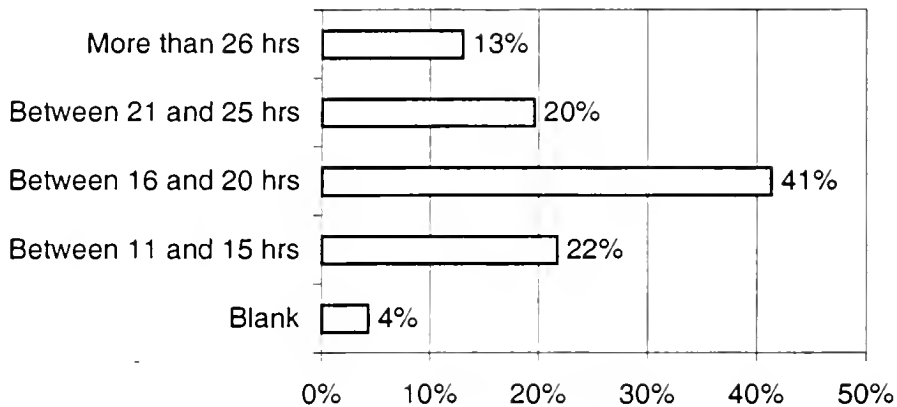
- Nearly eighty percent of the Visiting Team respondents felt that the training was moderately or very useful.
- About seventeen percent of the respondents felt that the training was only slightly useful or not useful.

How much time did it take for you to review and understand the school portfolio?



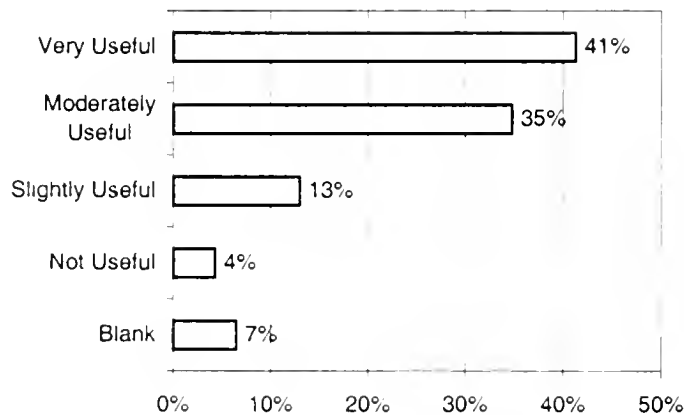
- About forty percent of the Visiting Team respondents spent between 5 and 10 hours reviewing the school's Portfolio.
- Another twenty percent of the Team member respondents spent between 10 to 15 hours reviewing the Portfolio.
- While IDR Schools spent considerable time preparing the Portfolio, Visiting Team members also devoted a significant proportion of their time using the Portfolio to begin forming a picture of the school.

## How much on-site time did it take you to gather the evidence for your report?



- Just as many IDR School staff made a significant time commitment to the process, more than forty percent of the Visiting Team respondents reported spending between 16 and 20 hours gathering evidence for their report.
- About one-third of the respondents spent more than 21 hours on the data gathering phase of the IDR process.

## To what extent do you feel that the IDR process will be useful to you, professionally/ personally?



- Over three-quarters of the Visiting Team members felt that the IDR process would be moderately or very useful to them professionally or personally.
- Visiting Team members were even more likely to report that participation in the IDR process was professionally useful than were IDR School respondents (as noted above).

## SUGGESTIONS FOR REFINEMENT OF THE IDR PROCESS

On the basis of the survey data, which included open-ended comments, and information obtained from the focus group meeting with IDR Team chairs and a meeting with IDR School Principals and Headmasters, a number of issues were identified and suggestions for refinements in the IDR process were developed. These findings are summarized below..

Themes/Issues	PROPOSED SOLUTION
<ul style="list-style-type: none"> <li>• Revise rubrics.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work with Cohort Directors and the State Department of Education to align various requirements and protocols.</li> </ul>
<ul style="list-style-type: none"> <li>• Provide earlier notification to schools going through IDR process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schools to be identified soon for SY2000-01 by Deputies and Superintendent.</li> </ul>
<ul style="list-style-type: none"> <li>• School Portfolio needs to be streamlined and more targeted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Limit number of pages per indicator to one page and limit size of Appendices.</li> <li>➤ Provide more explicit guidelines about materials to include in Appendices.</li> <li>➤ Provide samples of exemplary Portfolios from this year.</li> </ul>
<ul style="list-style-type: none"> <li>• Training of Portfolio Teams needs to be earlier in the school year.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Schedule training in late August for school teams (if stipends are available), otherwise in early September.</li> </ul>
<ul style="list-style-type: none"> <li>• People need to be concretely acknowledged for their participation in the process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide honoraria for participants on IDR teams.</li> </ul>
<ul style="list-style-type: none"> <li>• Consistency across teams needs to be increased.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Improve the training process – include participants from previous IDR teams in training.</li> <li>➤ Cluster Offices need to continue to be actively involved in selecting team members. Focus should be on the following requirements: able to make the time commitment, good skills as a team member, bringing expertise to the process.</li> </ul>
<ul style="list-style-type: none"> <li>• Improve the relevance of the training.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Involve SY1999-00 participants, both from IDR schools and Visiting Teams as trainers.</li> <li>➤ Provide more concrete examples.</li> </ul>
<ul style="list-style-type: none"> <li>• Clarify the next steps after the IDR report is submitted.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop clear guidelines about mechanisms, procedures, and expectations for follow-up by the Deputy Superintendents and staff from Teaching and Learning Support Services.</li> </ul>

As can be seen from the feedback, the IDR participants, be they from the schools or the Visiting Teams, made a considerable commitment to the IDR process both in terms of time and professional involvement. Yet, even with the stresses involved with adding the IDR process on to their existing work load, the participants have by and large found the process to be worthwhile and important. It is vitally important that support be provided from diverse stakeholders so that this process can continue to evolve and improve in its usefulness to the schools.











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# APPENDICES

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## APPENDIX A: INDIVIDUAL SCHOOL RESULTS

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- Summary of Recommendations from the School's In-Depth Review Final Report
- In-Depth Review Indicators Ratings
- Yearly Checkpoint Review Report

### SCHOOLS

#### *Cluster 1*

- 2 - Bradley
- 2 - Charlestown

#### *Cluster 2*

- 3a - Dearborn
- 3a - Eliot
- 2 - Snowden
- 3a - Wheatley

#### *Cluster 3*

- 2 - Clap
- 1 - Russell

#### *Cluster 4*

Lewis  
O'Bryant

#### *Cluster 5*

Another Course to College  
Gardner  
Jackson Mann

#### *Cluster 6*

Ellis  
J.F. Kennedy  
Manning

#### *Cluster 7*

Cleveland  
Dickerman  
Mather

#### *Cluster 8*

Beethoven  
Irving  
Ohrenberger

#### *Cluster 9*

Channing  
Lewenberg

#### *Cluster 10*

O'Hearn  
Taylor





**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4062 Bradley Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

**2.3 Using Data for Planning**

All teachers should be trained in analyzing data and plan interventions to identify areas in need of improvement.

**2.4 Achievement and Equity**

The next step for the faculty is to analyze the most recent data and formulate an action plan to address the achievement gaps. This plan may include: tutoring, before/after school program, and use of technology to supplement instruction, hiring a Latino Liaison, or a person who has expertise in the area of second language acquisition.

**Visiting Team Members:** Carmen Alvarez, Jeanne Belmonte, Mary Ellen Cafferty, Romaine Mills-Teque, Maureen Norton, Stephnie Powers, Jack Roll, Rita Sorrento (Chair)

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

## Indicator Ratings Summary

### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

Demonstrating  
Effectiveness  
Operational  
Emerging  
Readiness

___	X	___	___
___	X	___	___

### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

X	___	___	___
___	X	___	___
___	___	X	___
___	___	X	___

### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

X	___	___	___
X	___	___	___
X	___	___	___

### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

X	___	___	___
X	___	___	___
X	___	___	___

### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

X	___	___	___
X	___	___	___
___	X	___	___

### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

___	X	___	___
___	X	___	___
X	___	___	___
___	X	___	___
X	___	___	___

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Bradley Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	83.0	99.0	86.2	89.0	A	91.5
Increase in High Achievement (% In Lvl3-4)	21.0	60.0	28.8	16.0	D	27.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	48.0	99.0	58.2	81.0	A	85.5
Increase in High Achievement (% In Lvl3-4)	25.0	60.0	32.0	36.0	A	42.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	69.0	99.0	75.0	86.0	A	89.3
Increase in High Achievement (% In Lvl3-4)	27.0	60.0	33.6	31.0	S	38.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	95.1	99.0	95.9	90.6	D	92.7
Increase in High Achievement (% In Lvl3-4)	61.0	60.0	60.0	39.6	D	44.7
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	88.0	99.0	90.2	79.3	D	84.2
Increase in High Achievement (% In Lvl3-4)	45.7	60.0	48.5	41.5	D	46.1
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	85.7	99.0	88.4	92.9	A	94.4
White	96.0	99.0	96.6	93.1	D	94.6
Hispanic	*	99.0	*	71.4	*	78.3
Increase in High Achievement (% In Lvl3-4)						
Black	28.6	60.0	34.9	42.9	A	47.1
White	56.0	60.0	56.8	34.5	D	40.9
Hispanic	*	60.0	*	28.6	*	36.4
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	81.0	99.0	84.6	80.0	D	84.8
White	90.6	99.0	92.3	82.1	D	86.4
Hispanic	75.0	99.0	79.8	57.1	D	67.6
Asian	100.0	99.0	99.0	*	*	*
SPED with standard or no accommodations	33.3	99.0	46.5	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	23.8	60.0	31.0	26.7	P	35.0
White	45.3	60.0	48.2	42.9	D	47.1
Hispanic	37.5	60.0	42.0	42.9	A	47.1
Asian	100.0	60.0	60.0	*	*	*
SPED with standard or no accommodations	0.0	60.0	12.0	*	*	*

\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Bradley Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	81.8	99.0	85.3	*	*	*
White	81.5	99.0	85.0	100.0	A	99.0
Hispanic	91.7	99.0	93.1	83.3	D	87.2
Increase in High Achievement (% In Lvls3-4)						
Black	45.5	60.0	48.4	*	*	*
White	55.6	60.0	56.4	62.2	A	60.0
Hispanic	66.7	60.0	60.0	50.0	D	52.5
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	42.9	99.0	54.1	60.0	A	69.8
White	76.0	99.0	80.6	84.4	A	88.0
Hispanic	*	99.0	*	85.7	*	89.0
Increase in High Achievement (% In Lvls3-4)						
Black	14.3	60.0	23.4	6.7	D	20.0
White	40.0	60.0	44.0	37.5	D	43.1
Hispanic	*	60.0	*	57.1	*	57.9
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.0	95.0	94.2	95.0	A	95.0
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	100.0	98.0	98.0	100.0	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**1050 Charlestown High School**

Yearly Checkpoint Review Rating:	<i>Some Progress</i>
In-Depth Review Rating:	<i>Demonstrating Effectiveness</i>
Overall Accountability Rating:	<i>Meeting Standards</i>

**Key Recommendations for Indicators Rated at “Readiness” or “Emerging”**

**6.1 Outreach to Families**

Consideration of using technology such as a continuously updated WEB page to serve as a source of information about the school and its programs. Perhaps the partners could assist in developing this.

**6.2 Ongoing Dialogue**

We support the idea of creating a parent liaison and urge enlisting support of community partners.

**Visiting Team Members:** Robert Belle, June Kuzmeskus, Thomas Lane, Yu-Lan Lin, Ralph West (Chair)

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	x			
1.2. Ownership and Appropriateness of Vision	x			
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	x			
2.2. Criteria and Reporting		x		
2.3. Using Data for Planning	x			
2.4. Achievement and Equity		x		
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment		x		
3.2. Administrator Assessment		x		
3.3. Professional Development Plan	x			
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum		x		
4.2. Instruction	x			
4.3. Structure to Support Learning	x			
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	x			
5.2. Provision of Programmatic Services	x			
5.3. Provision of Student Supports		x		
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families			x	
6.2. Ongoing Dialogue			x	
6.3. Parental and Community Participation		x		
6.4. Partnerships with the Community	x			
6.5. Decision-Making		x		

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Charlestown High

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	24.0	99.0	39.0	28.0	P	45.8
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	1.0	D	15.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	7.0	99.0	25.4	9.0	P	31.5
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	2.0	D	16.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	12.0	99.0	29.4	26.0	S	44.3
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	5.0	P	18.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	55.3	99.0	64.0	63.7	S	72.5
Increase in High Achievement (% In Lvl3-4)	12.8	60.0	22.2	11.8	D	23.8
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	29.7	99.0	43.6	36.9	S	52.4
Increase in High Achievement (% In Lvl3-4)	6.3	60.0	17.1	10.7	P	23.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	57.3	99.0	65.6	64.3	S	73.0
White	78.7	99.0	82.8	85.7	A	89.0
Hispanic	49.3	99.0	59.3	69.0	A	76.5
Asian	30.6	99.0	44.2	33.3	P	49.7
SPED with standard or no accommodations <sup>3</sup>	39.3	99.0	51.2	53.9	A	65.1
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	10.0	60.0	20.0	7.1	D	20.4
White	23.4	60.0	30.7	28.6	S	36.4
Hispanic	12.3	60.0	21.9	17.2	S	27.9
Asian	8.3	60.0	18.7	3.7	D	17.8
SPED with standard or no accommodations	7.1	60.0	17.7	0.0	D	15.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	21.7	99.0	37.2	31.0	S	48.0
White	46.7	99.0	57.1	42.1	D	56.3
Hispanic	27.6	99.0	41.9	33.3	P	49.7
Asian	39.4	99.0	51.3	63.0	A	72.0
SPED with standard or no accommodations	14.3	99.0	31.2	28.6	S	46.2
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	2.6	60.0	14.1	9.0	S	21.8
White	11.1	60.0	20.9	10.5	D	22.9
Hispanic	5.3	60.0	16.2	8.3	P	21.2
Asian	15.2	60.0	24.1	22.2	S	31.7
SPED with standard or no accommodations	0.0	60.0	12.0	7.1	S	20.4

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Charlestown High

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black		99.0		61.4		70.8
Hispanic		99.0		45.8		59.1
Asian		99.0		51.9		63.6
Bilingual Program Students		99.0		43.8		57.6
Increase in High Achievement (% In Lvl3-4)						
Black		60.0		22.8		32.1
Hispanic		60.0		8.3		21.2
Asian		60.0		14.8		26.1
Bilingual Program Students		60.0		12.5		24.4
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	27.5	99.0	41.8	40.0	S	54.8
White	63.6	99.0	70.7	55.0	D	66.0
Hispanic	37.8	99.0	50.0	25.5	D	43.9
Asian	33.3	99.0	46.5	35.3	P	51.2
SPED with standard or no accommodations	23.5	99.0	38.6	18.2	D	38.4
Increase in High Achievement (% In Lvl3-4)						
Black	5.9	60.0	16.7	12.3	S	24.2
White	18.2	60.0	26.5	30.0	A	37.5
Hispanic	11.1	60.0	20.9	9.8	D	22.4
Asian	16.7	60.0	25.3	5.9	D	19.4
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (High)	11.9	5.0	10.5	15.3	D	12.7
Average Daily Student Attendance	80.8	95.0	83.6	84.2	A	86.9
% of Students Tested in Reading	84.3	98.0	87.0	90.2	A	92.2
% of Students Tested in Mathematics	82.8	98.0	85.9	90.2	A	92.2



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2260 Dearborn Middle School**

Yearly Checkpoint Review Rating: *Maintain*  
In-Depth Review Rating: *Emerging*  
Overall Accountability Rating: *Not Meeting Standards: Targeted Change*

**Key Recommendations for Indicators Rated at “Readiness” or “Emerging”**

*2.1 Ongoing Assessment and Multiple Measures*

Specialists currently using multiple forms of assessment need to model their methodologies and materials schoolwide.  
The criteria for assessing student work should be adopted and used consistently by all teachers in the clusters

*2.2 Criteria and Reporting*

Parents and students need to be informed and educated about the assessment criteria being used by the school.  
Representatives of all the clusters and groups should attend instructional Leadership Team meetings

*2.3 Using Data for Planning*

Careful analysis of student work should be used as a guide for changes in planning and development of new strategies to improve student performance .

*2.4 Achievement and Equity*

All staff must be included in planning and professional development.  
Equitable support, information and materials should be offered to all staff including bilingual and SPED.

*3.3 Professional Development Plan*

The design of the clusters seems to inhibit the involvement of all staff in professional development that takes place during school hours.  
It is recommended that a deliberate effort be made to create meeting time for in-discipline especially across grade levels so that those essential conversations around practice, curriculum, and sequencing of courses can occur.

*4.1 Curriculum*

Looping between seventh and eighth grades could help keep teachers aware of what the curriculum expectations are for the Stanford 9 and the MCAS. It could also have the benefit of the teachers knowing their students with all of their strengths and weaknesses. It might even promote a stronger relationship with parents.

Cluster teachers should study the format of a cluster to allow cross curriculum activities and more flexibility with the timing of a class period.

*4.2 Instruction*

The Director of Instruction should be working with all teachers for a consistency in instruction.

Long-term projects (of a week's length) should be given a few times of the year so that students learn to budget time. Some of the work needs to be done at home.

*4.3 Structure to Support Learning*

An additional mathematical teacher is needed. The administration needs to make some hard decisions around personnel in the school to have this goal accomplished.

The twenty-minute homeroom needs to be shortened to gain time on learning.

I.L.T. should have a least one bilingual teacher on the team.

## 2260 Dearborn Middle School

### 5.2 Provision of Programmatic Services

Project Promise is a school activity that must be accessible for students with disabilities.

In order to accomplish this the following should be considered: Take 30 minutes off after school planning time (3:25-3:55) and end day for all teachers at 3:05. Reduce meeting time on Friday professional development time, and extend day during week for all classes. Adjust schedules of non-instructional personnel.

### 5.3 Provision of Student Supports

Parallel scheduling for bilingual and SPED students must be addressed.

### 6.1 Outreach to Families

Continue to improve the parent center. Give priority to technology workshops for parents and offer native language support for the workshops in order to engage bilingual parents

Plan academic year calendar and set dates for all outreach activities that are to be carried out during the academic year.

### 6.3 Parental and Community Participation

Set up partnerships with local bilingual professional or businessmen.

Break down the language barrier by translating flyers and permission slips.

### 6.5 Decision-Making

All issues, especially the ones raised by the ILT., should be discussed at the S.S.C. where the parents have a legitimate voice.

The School Site Council should have a parent co-chair as well as a number of voting members not exceeding the number of B.T.U. members.

**Visiting Team Members:** Filomena Cabral, Joesina Debarros, Eliot Feldman, Robert McCaffrey, Peggy Pickering, Patricia Tremblay (Chair)

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

___	x	___	___
___	x	___	___

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

___	___	x	___
___	___	x	___
___	___	___	x
___	___	x	___

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

___	x	___	___
___	x	___	___
___	___	x	___

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

___	___	x	___
___	___	x	___
___	___	x	___

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

___	x	___	___
___	___	x	___
___	___	x	___

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

___	___	x	___
___	x	___	___
___	___	x	___
___	x	___	___
___	___	x	___



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Dearborn Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objectiv
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	54.0	99.0	63.0	46.0	D	59.3
Increase in High Achievement (% In Lvl3-4)	13.0	60.0	22.4	12.0	D	24.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	11.0	99.0	28.6	10.0	D	32.3
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	1.0	D	15.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	10.0	99.0	27.8	4.0	D	27.8
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	0.0	M	15.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	81.7	99.0	85.2	75.7	D	81.5
Increase in High Achievement (% In Lvl3-4)	23.4	60.0	30.7	14.0	D	25.5
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	50.5	99.0	60.2	50.2	D	62.4
Increase in High Achievement (% In Lvl3-4)	16.3	60.0	25.1	14.2	D	25.7
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	82.5	99.0	85.8	75.3	D	81.2
White	85.7	99.0	88.4	87.5	S	90.4
Hispanic	78.6	99.0	82.7	75.0	D	81.0
Asian	81.8	99.0	85.3	85.7	A	89.0
SPED with standard or no accommodations <sup>3</sup>	76.5	99.0	81.0	47.8	D	60.6
Bilingual Program Students <sup>4</sup>	37.5	99.0	49.8	62.5	A	71.6
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	18.3	60.0	26.6	11.4	D	23.5
White	85.7	60.0	60.0	25.0	D	33.8
Hispanic	19.1	60.0	27.2	16.7	D	27.5
Asian	63.6	60.0	60.0	42.9	D	47.1
SPED with standard or no accommodations	11.8	60.0	21.4	4.4	D	18.3
Bilingual Program Students	12.5	60.0	22.0	0.0	D	15.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	45.0	99.0	55.8	47.5	P	60.4
White	85.7	99.0	88.4	75.0	D	81.0
Hispanic	50.0	99.0	59.8	49.0	D	61.5
Asian	100.0	99.0	99.0	100.0	A	99.0
SPED with standard or no accommodations	29.4	99.0	43.3	13.0	D	34.5
Bilingual Program Students	75.0	99.0	79.8	62.5	D	71.6
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	8.6	60.0	18.9	10.0	P	22.5
White	57.1	60.0	57.7	37.5	D	43.1
Hispanic	15.9	60.0	24.7	12.2	D	24.2
Asian	90.9	60.0	60.0	100.0	A	60.0
SPED with standard or no accommodations	5.9	60.0	16.7	8.7	P	21.5
Bilingual Program Students	25.0	60.0	32.0	12.5	D	24.4

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Dearborn Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	63.5	99.0	70.6	59.6	D	69.5
White	*	99.0	*	87.5	*	90.4
Hispanic	56.7	99.0	65.1	82.6	A	86.7
Asian	100.0	99.0	99.0	100.0	A	99.0
SPED with standard or no accommodations	42.9	99.0	54.1	*	*	*
Bilingual Program Students	66.7	99.0	73.1	*	*	*
<b>Increase in High Achievement (% In Lvls3-4)</b>						
Black	22.2	60.0	29.8	28.9	S	36.6
White	*	60.0	*	50.0	*	52.5
Hispanic	23.3	60.0	30.7	26.1	P	34.6
Asian	90.0	60.0	60.0	37.5	D	43.1
SPED with standard or no accommodations	7.1	60.0	17.7	*	*	*
Bilingual Program Students	22.2	60.0	29.8	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	53.5	99.0	62.6	64.2	A	72.9
Hispanic	69.2	99.0	75.2	61.5	D	70.9
SPED with standard or no accommodations	*	99.0	*	41.2	*	55.6
<b>Increase in High Achievement (% In Lvls3-4)</b>						
Black	10.3	60.0	20.3	23.9	A	32.9
Hispanic	30.8	60.0	36.6	15.4	D	26.5
SPED with standard or no accommodations	*	60.0	*	0.0	*	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	2.0	1.0	1.8	2.0	M	1.8
Average Daily Student Attendance	93.6	95.0	93.9	93.6	M	93.9
% of Students Tested in Reading	93.5	98.0	94.4	96.5	A	96.9
% of Students Tested in Mathematics	95.7	98.0	96.1	96.5	A	96.9

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4381 Eliot Elementary School**

Yearly Checkpoint Review Rating:	<i>Maintain</i>
In-Depth Review Rating:	<i>Emerging</i>
Overall Accountability Rating:	<i>Not Meeting Standards: Targeted Change</i>

**Key Recommendations for Indicators Rated at “Readiness” or “Emerging”**

*1.1 Connections between Vision and Expectations*

The Team suggests that the school community spend time rethinking and rewriting its Mission and Vision so that they are more student-centered, focused and succinct. Since the school has no Whole School Change Coach, it could seek out professional development in this area. After they have rewritten the Mission and Vision statements and communicated them to all of the school community, the Team suggest that they be displayed in every classroom and sent home frequently to parents.

*1.2 Ownership and Appropriateness of Vision*

Once the Mission and Vision are agreed upon by all, the principle will take leadership, ensuring that the Mission and Vision are referred to in many different settings and documents.

*2.2 Criteria and Reporting*

BEL/Mondo orientation for parents should be held with a follow-up handout or newsletter school-wide for non-attending parents.

All Looking at Student Work meetings should use rubrics and be attending by regular and SPED teachers together by grade level.

*2.3 Using Data for Planning*

As the Eliot School staff continues training in the BEL/Mondo literacy model, they should focus on using the data generated to plan lessons. It is recommended that this analysis and application be done consistently with both regular and SPED teachers and that techniques be developed by grade level for all students and adaptations for students with special needs.

*2.4 Achievement and Equity*

The SPED Task Force should include both regular and SPED teachers. IEP's should include waivers and adaptations for some special situations. The SPED Task Force must address the need to mainstream more students.

*4.1 Curriculum*

Continue to focus on developing the literacy initiative.

*4.2 Instruction*

Improve student physical accessibility to classroom libraries and ensure equity and availability of instructional materials across all classrooms.

The success of the literacy program will not be fully seen until all teachers are able to consistently stick to the recommended schedule of 1 hour for reading and 1 hour for writing.

*4.3 Structure to Support Learning*

Work must be done to improve the consistency of instruction from grade to grade and program to program, so that students can begin to build on prior knowledge and make links with new learning. Perhaps allowing teachers to observe in each other's classes and giving constructive feedback would help to make instruction more consistent from grade to grade and across programs.

*5.2 Provision of Programmatic Services*

Ensure that Special Education teachers are trained in the BEL/MONDO model to the extent that regular education teachers have been trained. Work with the BPS reading program or use discretionary funds to see that new teachers receive sufficient training.

## 4381 Eliot Elementary School

### 5.3 Provision of Student Supports

At the end of the year, assess the success of the structures in place to determine whether and how they have benefited students. Use this information to reshape the structure for next year.

### 6.1 Outreach to Families

List varied ways that parents who do not wish to attend meetings can be involved in the school (chaperoning field trips, providing art materials, typing, cutting out letters).

The Team has several suggestions to reach out to parents in a substantive way: Write a regular school-wide newsletter

Conduct parent meetings occasionally in a location in Roxbury or the South End to enable parents living in these neighborhoods to have better access to the school

Ask the Berkshire Group to provide a bus to take parents from Roxbury and the South End to the school for night events such as Open House.

Coordinate City Year volunteers to provide child care for parenting meetings

Continue to hold activities such as potluck dinners, student talent night to attract parents to the school.

### 6.2 Ongoing Dialogue

In order to encourage parent involvement, publish results of parent surveys, such as the one conducted last fall.

### 6.3 Parental and Community Participation

See suggestions listed in 6.1

**Visiting Team Members:** Linda Brandenberg, Stella Fong, Maureen Harris (Chair), Steve Lewis, Deborah Rooney, Emily Shamieh

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.



SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Eliot Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	29.0	99.0	43.0	28.0	D	45.8
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	0.0	M	15.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	7.0	99.0	25.4	19.0	S	39.0
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	4.0	P	18.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	21.0	99.0	36.6	32.0	S	48.8
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	13.0	A	24.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	85.7	99.0	88.4	65.0	D	73.5
Increase in High Achievement (% In Lvl3-4)	21.4	60.0	29.1	5.0	D	18.8
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	78.1	99.0	82.3	28.6	D	46.2
Increase in High Achievement (% In Lvl3-4)	12.5	60.0	22.0	0.0	D	15.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	85.7	99.0	88.4	70.0	D	77.3
Increase in High Achievement (% In Lvl3-4)						
Black	28.6	60.0	34.9	10.0	D	22.5
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	86.7	99.0	89.1	36.4	D	52.0
Hispanic	70.0	99.0	75.8	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	20.0	60.0	28.0	0.0	D	15.0
Hispanic	0.0	60.0	12.0	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Eliot Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	83.3	99.0	86.5	83.3	M	87.2
Increase in High Achievement (% In Lvl3-4)						
Black	50.0	60.0	52.0	50.0	M	52.5
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	57.1	99.0	65.5	81.8	A	86.1
Hispanic	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	18.2	A	28.6
Hispanic	42.9	60.0	46.3	*	*	*
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	92.5	95.0	93.0	92.4	D	93.1
% of Students Tested in Reading	100.0	98.0	98.0	95.7	D	96.2
% of Students Tested in Mathematics	96.1	98.0	96.5	95.9	D	96.4

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**1200 Snowden International School at Copley**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

**2.1 Ongoing Assessment and Multiple Measures**

Assure communication across cluster and grade levels to develop a baseline of what is "good enough" encourage consistency in assessing student work; and develop and use multiple assessment measures to derive a more complete picture of what students know, what skills students have learned and can express.

Develop school-wide rubrics to assess student work. Communicate with the students and stakeholders about the school wide rubric. Train students and stakeholders in their use and meaning.

**2.2 Criteria and Reporting**

Involve parents and stakeholders in examining student work especially through the use of student portfolios. This will serve to "make the school's work public", and strengthen the overall community's understanding of the assessment and evaluation philosophy of the school.

Use the syllabi as opportunity for articulating the standards and criteria of earning a grade in class. Develop, communicate and implement criteria for effective and clear syllabi. Conduct a focus group with students to ascertain the effectiveness of the syllabi as written. How could they be clearer?

**2.4 Achievement and Equity**

Train teachers school-wide in how to understand, use and interpret data to inform their practice, plan instruction and reflect result.

**4.1 Curriculum**

Instructional objectives must call for a combination of low and high order objectives, providing students with opportunities to communicate their basic knowledge of new content (e.g., recall) and their understanding of new content (the ability to consider and apply it in thoughtful ways....e.g., infer, predict, apply, make connections to other experiences, events, information, knowledge).

The assessment of students' writing on mid and end-of-year prompts **needs to be** streamed lined and integrated into regular mid and end-of-year departmental assessments. The process should include the following: Teachers of the same course select an open-response question from the mid and end-of-year exam for the same course., Teachers of the same course bring 2-3 student responses from their own classes to a meeting among them., Teachers of the same course ~~read the sample MCAS paper(s)~~ to get some understanding of state-level expectations.

**4.2 Instruction**

In regards to questioning techniques, teachers need to increasingly: ask open-ended, key question that require conjecture, inference, prediction direct questions at particular students probe for better or more complete answers when necessary, and hold them accountable for clear, thoughtful responses, push students to critique, support and build off of one another's answer

**6.3 Parental and Community Participation**

The school should continue to make efforts to reach out to the community around the school, although this is easier said than done.

## 1200 Snowden International School at Copley

**Visiting Team Members:** James Keenen, Margaret Maccini (Chair), Karl Netter, Sid Smith, Jeanne Waldinger

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

Demonstrating  
Effectiveness  
Operational  
Emerging  
Readiness

#### Essential 1. Schoolwide Instructional Focus

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_

#### Essential 2. Looking at Student Work and Data

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_ 2 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_

#### Essential 3. Professional Development Plan

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_

#### Essential 4. Learn and Use Best Teaching Practices

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_ 2 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 4 \_\_\_

#### Essential 5. Align Resources with Instructional Focus

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

\_\_\_ 4 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_

#### Essential 6. Involvement of Parents and Community

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_





# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Snowden International

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	25.0	99.0	39.8	51.0	A	63.0
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	4.0	P	18.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	7.0	99.0	25.4	10.0	P	32.3
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	0.0	M	15.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	7.0	99.0	25.4	37.0	A	52.5
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	2.0	P	16.5
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	64.4	99.0	71.3	68.0	S	75.7
Increase in High Achievement (% In Lvl3-4)	12.2	60.0	21.7	15.7	P	26.8
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	23.3	99.0	38.5	46.0	A	59.3
Increase in High Achievement (% In Lvl3-4)	3.6	60.0	14.9	14.7	S	26.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	67.8	99.0	74.0	65.9	D	74.2
White	70.8	99.0	76.5	81.3	A	85.7
Hispanic	67.3	99.0	73.6	63.3	D	72.2
Asian	34.8	99.0	47.6	72.2	A	78.9
SPED with standard or no accommodations <sup>3</sup>	31.6	99.0	45.1	25.0	D	43.5
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	6.6	60.0	17.3	15.9	S	26.9
White	50.0	60.0	52.0	25.0	D	33.8
Hispanic	11.5	60.0	21.2	13.3	P	25.0
Asian	4.4	60.0	15.5	11.1	S	23.3
SPED with standard or no accommodations	0.0	60.0	12.0	6.3	S	19.7
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	18.7	99.0	34.8	46.5	A	59.6
White	26.1	99.0	40.7	37.5	S	52.9
Hispanic	32.7	99.0	46.0	37.9	P	53.2
Asian	26.1	99.0	40.7	66.7	A	74.8
SPED with standard or no accommodations	5.6	99.0	24.2	35.3	A	51.2
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	1.6	60.0	13.3	11.6	S	23.7
White	4.4	60.0	15.5	12.5	S	24.4
Hispanic	7.7	60.0	18.2	13.8	S	25.3
Asian	4.4	60.0	15.5	33.3	A	40.0
SPED with standard or no accommodations	0.0	60.0	12.0	5.9	P	19.4

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME:      Snowden International

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black		99.0		81.6		85.9
White		99.0		80.0		84.8
Hispanic		99.0		76.9		82.4
Asian		99.0		57.1		67.6
SPED with standard or no accommodations		99.0		25.0		43.5
Increase in High Achievement (% In Lvl3-4)						
Black		60.0		34.2		40.7
White		60.0		30.0		37.5
Hispanic		60.0		15.4		26.5
Asian		60.0		0.0		15.0
SPED with standard or no accommodations		60.0		12.5		24.4
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	33.8	99.0	46.9	39.6	P	54.5
White	60.0	99.0	67.8	58.3	D	68.5
Hispanic	46.2	99.0	56.7	62.5	A	71.6
Asian	55.6	99.0	64.2	60.0	S	69.8
SPED with standard or no accommodations	29.4	99.0	43.3	40.0	S	54.8
Increase in High Achievement (% In Lvl3-4)						
Black	2.9	60.0	14.4	15.1	A	26.3
White	13.3	60.0	22.7	8.3	D	21.2
Hispanic	3.9	60.0	15.1	18.8	A	29.1
Asian	33.3	60.0	38.7	13.3	D	25.0
SPED with standard or no accommodations	0.0	60.0	12.0	10.0	S	22.5
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (High)	6.0	5.0	5.8	7.9	D	7.2
Average Daily Student Attendance	85.2	95.0	87.2	89.1	A	90.6
% of Students Tested in Reading	94.8	98.0	95.5	92.0	D	93.5
% of Students Tested in Mathematics	94.8	98.0	95.5	93.1	D	94.3

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2980 Wheatley Middle School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Emerging*  
Overall Accountability Rating: *Not Meeting Standards: Targeted Change*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*1.2 Ownership and Appropriateness of Vision*

Generate a series of conversations regarding the vision with parents. Ask how they view the vision, what types of goals they can set that are responsive to the mission.

As the school engages in the change process, it should prioritize components of the vision. Focus on one for a school year. An example of this would be in 2000-2001, focus on exemplary teaching and learning; in 2001-2002, focus on development of students as members of a community.

*2.1 Ongoing Assessment and Multiple Measures*

Portfolios need to be developed with the assistance of the literacy and math coaches. We saw portfolios used in different ways in classrooms. A consistent strategy will be important.

Rubrics are beginning to be used, but there are too many varieties which are not aligned with standards. Teachers need training to use them appropriately.

*2.2 Criteria and Reporting*

Use other measures than the Stanford 9 and MCAS to report assessment.

Develop and implement a school-wide policy regarding the correction of student work.

*2.3 Using Data for Planning*

Continue to work on assessment tools. All types of written work from all subjects should be assessed at cluster meeting.

*3.3 Professional Development Plan*

Focus on LLIFE implementation during cluster meetings and other professional development time beyond the LLIFE training. Consider focusing school-wide on several of the core components of balanced literacy instruction each year to ensure teachers develop their skills. Administrators evaluating teachers should evaluate them on their level of implementation of the LLIFE model.

*4.2 Instruction*

Use common planning time to discuss and plan use of more strategies for cooperative learning activities and accountable talk.

Develop and use rubrics that relate to content area learning standards and whole school academic focus.

Students need to be increasingly engaged in well structured collaboratively learning opportunities following or preceding a teacher's direct instruction. These activities should be designed to ensure students talk about and apply the content, and assess and improve one another's understanding, through the consideration of thoughtful questions, problems, and tasks. The stakes should be reasonably high, with students responsible for completing work that is assessed and counts for something.

*6.3 Parental and Community Participation*

The encouragement and support of parents and community participate should be ongoing. Their roles, particularly around academics, need to be expanded. The use of community resources i.e. (for parents) City wide Parent Council (CPC), Parent Support Services, Title 1 Parent Resource Center, Parent Leadership Academy, SPED PAC, Bilingual PAC, (for both parents and community participants) Urban League, Black Ministerial Alliance, Mass Advocacy, and City Wide Educational Coalition (CWEC), etc. can help to inform and broaden the ways parents and community partners participate

*6.5 Decision-Making*

Allow the SSC to review and approve the budget before submission, as mandated.

Record notes from all SPC and SSC meetings.

## 2980 Wheatley Middle School

**Visiting Team Members:** Rachel Curtis, Ferdinand Fuentes, Julie Gamponia, Teri Hankey, Mary Leydon (Chair), Jane Skelton

### **Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_ 2 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 2 \_\_\_

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

\_\_\_ 3 \_\_\_  
\_\_\_ 1 \_\_\_  
\_\_\_ 2.5 \_\_\_

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 3 \_\_\_

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_  
\_\_\_ 3 \_\_\_

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

\_\_\_ 2 \_\_\_  
\_\_\_ 2.5 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 3 \_\_\_  
\_\_\_ 2 \_\_\_



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Wheatley Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objectiv
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	53.0	99.0	62.2	53.0	M	64.5
Increase in High Achievement (% In Lvl3-4)	10.0	60.0	20.0	11.0	P	23.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	5.0	99.0	23.8	9.0	P	31.5
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	3.0	P	17.3
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	0.0	99.0	19.8	8.0	P	30.8
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	2.0	P	16.5
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	79.8	99.0	83.7	79.4	D	84.3
Increase in High Achievement (% In Lvl3-4)	17.9	60.0	26.3	20.0	P	30.0
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	30.5	99.0	44.2	42.0	S	56.3
Increase in High Achievement (% In Lvl3-4)	9.2	60.0	19.4	8.9	D	21.7
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	80.6	99.0	84.3	78.1	D	83.3
Hispanic	80.0	99.0	83.8	81.3	P	85.7
SPED with standard or no accommodations <sup>3</sup>	*	99.0	*	71.4	*	78.3
Increase in High Achievement (% In Lvl3-4)						
Black	15.5	60.0	24.4	18.0	P	28.5
Hispanic	26.7	60.0	33.3	25.0	D	33.8
SPED with standard or no accommodations	*	60.0	*	14.3	*	25.7
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	26.9	99.0	41.3	38.6	S	53.7
Hispanic	43.8	99.0	54.8	53.1	S	64.6
SPED with standard or no accommodations	*	99.0	*	11.1	*	33.1
Increase in High Achievement (% In Lvl3-4)						
Black	6.5	60.0	17.2	5.3	D	19.0
Hispanic	18.8	60.0	27.0	21.9	P	31.4
SPED with standard or no accommodations	*	60.0	*	0.0	*	15.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Wheatley Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvs2-4)						
Black	47.9	99.0	58.1	68.8	A	76.3
Hispanic	91.7	99.0	93.1	85.7	D	89.0
SPED with standard or no accommodations	*	99.0	*	70.0	*	77.3
Increase in High Achievement (% In Lvs3-4)						
Black	20.8	60.0	28.7	23.4	P	32.6
Hispanic	41.7	60.0	45.3	35.7	D	41.8
SPED with standard or no accommodations	*	60.0	*	10.0	*	22.5
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvs2-4)						
Black	22.5	99.0	37.8	23.2	P	42.2
Hispanic	40.0	99.0	51.8	43.8	P	57.6
SPED with standard or no accommodations	*	99.0	*	18.8	*	38.8
Increase in High Achievement (% In Lvs3-4)						
Black	0.0	60.0	12.0	1.8	P	16.3
Hispanic	0.0	60.0	12.0	0.0	M	15.0
SPED with standard or no accommodations	*	60.0	*	0.0	*	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	0.4	1.0	1.0	1.9	D	1.7
Average Daily Student Attendance	89.0	95.0	90.2	92.0	A	92.8
% of Students Tested in Reading	98.4	98.0	98.0	96.8	D	97.1
% of Students Tested in Mathematics	98.4	98.0	98.0	98.0	D	98.0



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4531 Clap Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*2.1 Ongoing Assessment and Multiple Measures*

It would seem that more formative assessments for Math, as well as school-wide rubrics for writing and other content areas, need to be developed. There is a need for a more formalized approach to using writing prompts and tasks descriptions. Work with content, change coaches and literary specialists in order to use assessments for identifying learning needs of students should be heavily emphasized

*2.2 Criteria and Reporting*

Develop an action plan to improve literacy and Math responses to be shared at School Site Council (SSC) meetings and with parent groups. Develop a direct correlation between report card grades and formative assessments and ways to communicate how these affect term grades. The above should be included in the syllabi. These should be school-wide, as they appear somewhat inconsistent. Promotional policy and standardized test results should be shared with all parents in synopsis form.

*2.3 Using Data for Planning*

Use formative assessments to identify areas to be addressed. Develop an action plan specifically related to improving student progress in the targeted areas. Ongoing assessments should be used to identify strengths and weaknesses in individual students. This data may be assessed during common planning time.

*3.2 Administrator Assessment*

Discussions between staff and administration should continue.

*4.1 Curriculum*

Consistently incorporate the use of metacognitive strategies-prior knowledge-to improve reading comprehension skills and allow more wait time for students to explain their responses. Math strategies and learning techniques should use real life problem-solving and active student participation.

*4.2 Instruction*

Increase use of learning centers and continue to work with content and change coaches to expand Best Teaching Practices. The instructional theory and practices used should be clearly stated.

**Visiting Team Members:** Carol Baggeroer, Joan Connelly, William Doran (Chair), Janey Frank, Sylvia Neighbors, Alicia Zipp

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

# Accountability System

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

\_\_\_ x \_\_\_ \_\_\_  
x \_\_\_ \_\_\_ \_\_\_

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
x \_\_\_ \_\_\_ \_\_\_

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Clap Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	68.0	99.0	74.2	58.0	D	68.3
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	0.0	M	15.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	40.0	99.0	51.8	61.0	A	70.5
Increase in High Achievement (% In Lvl3-4)	4.0	60.0	15.2	3.0	D	17.3
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	60.0	99.0	67.8	78.0	A	83.3
Increase in High Achievement (% In Lvl3-4)	8.0	60.0	18.4	13.0	P	24.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	96.0	99.0	96.6	93.8	D	95.1
Increase in High Achievement (% In Lvl3-4)	32.0	60.0	37.6	31.3	D	38.4
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	73.2	99.0	78.3	56.3	D	66.9
Increase in High Achievement (% In Lvl3-4)	19.5	60.0	27.6	0.0	D	15.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	90.9	99.0	92.5	90.0	D	92.3
Increase in High Achievement (% In Lvl3-4)						
Black	27.3	60.0	33.8	30.0	P	37.5
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	55.0	99.0	63.8	54.6	D	65.7
White	80.0	99.0	83.8	*	*	*
Asian	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	10.0	60.0	20.0	0.0	D	15.0
White	10.0	60.0	20.0	*	*	*
Asian	50.0	60.0	52.0	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME:      Clap Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objectiv
Reading - Performance-Based Assessment (Annual)						
Movement out of Level 1 (% In Lvls2-4)						
Black	87.5	99.0	89.8	100.0	A	99.0
White	*	99.0	*	100.0	*	99.0
Increase in High Achievement (% In Lvls3-4)						
Black	25.0	60.0	32.0	55.6	A	56.7
White	*	60.0	*	71.4	*	60.0
Mathematics - Performance-Based Assessment						
Movement out of Level 1 (% In Lvls2-4)						
Black	72.7	99.0	78.0	78.6	A	83.7
White	85.7	99.0	88.4	*	*	*
Increase in High Achievement (% In Lvls3-4)						
Black	45.5	60.0	48.4	21.4	D	31.1
White	57.1	60.0	57.7	*	*	*
Additional Student Indicators						
Average Daily Student Attendance	96.2	95.0	95.0	95.4	A	95.0
% of Students Tested in Reading	95.7	98.0	96.2	100.0	A	98.0
% of Students Tested in Mathematics	97.3	98.0	97.4	100.0	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4530 Russell Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Kathleen Aldred, Alvin Cooper, Minnie Dixon, Paul Falkowski (Chair), Epifania Stevens

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

# Accountability System

## SY1999-2000

### In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

		Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>					
1.1. Connections between Vision and Expectations	X	___	___	___	___
1.2. Ownership and Appropriateness of Vision	X	___	___	___	___
<b>Essential 2. Looking at Student Work and Data</b>					
2.1. Ongoing Assessment and Multiple Measures	___	X	___	___	___
2.2. Criteria and Reporting	X	___	___	___	___
2.3. Using Data for Planning	X	___	___	___	___
2.4. Achievement and Equity	X	___	___	___	___
<b>Essential 3. Professional Development Plan</b>					
3.1. Formal Assessment	X	___	___	___	___
3.2. Administrator Assessment	X	___	___	___	___
3.3. Professional Development Plan	X	___	___	___	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>					
4.1. Curriculum	X	___	___	___	___
4.2. Instruction	X	___	___	___	___
4.3. Structure to Support Learning	X	___	___	___	___
<b>Essential 5. Align Resources with Instructional Focus</b>					
5.1. Budget Supports Vision	X	___	___	___	___
5.2. Provision of Programmatic Services	X	___	___	___	___
5.3. Provision of Student Supports	___	X	___	___	___
<b>Essential 6. Involvement of Parents and Community</b>					
6.1. Outreach to Families	X	___	___	___	___
6.2. Ongoing Dialogue	X	___	___	___	___
6.3. Parental and Community Participation	___	X	___	___	___
6.4. Partnerships with the Community	X	___	___	___	___
6.5. Decision-Making	X	___	___	___	___

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Russell Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	61.0	99.0	68.6	69.0	A	76.5
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	1.0	D	15.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	40.0	99.0	51.8	55.0	A	66.0
Increase in High Achievement (% In Lvl3-4)	4.0	60.0	15.2	4.0	M	18.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	42.0	99.0	53.4	64.0	A	72.8
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	11.0	S	23.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	63.0	99.0	70.2	75.0	A	81.0
Increase in High Achievement (% In Lvl3-4)	8.7	60.0	19.0	12.5	P	24.4
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	52.3	99.0	61.7	52.9	P	64.5
Increase in High Achievement (% In Lvl3-4)	15.1	60.0	24.1	11.8	D	23.8
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	64.0	99.0	71.0	73.7	A	80.0
White	57.1	99.0	65.5	*	*	*
Hispanic	61.5	99.0	69.0	*	*	*
SPED with standard or no accommodations <sup>3</sup>	12.5	99.0	29.8	50.0	A	62.3
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	12.0	60.0	21.6	5.3	D	18.9
White	14.3	60.0	23.4	*	*	*
Hispanic	0.0	60.0	12.0	*	*	*
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	51.1	99.0	60.6	54.6	P	65.7
White	50.0	99.0	59.8	*	*	*
Hispanic	54.6	99.0	63.4	*	*	*
SPED with standard or no accommodations	25.0	99.0	39.8	37.5	S	52.9
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	14.9	60.0	23.9	13.6	D	25.2
White	21.4	60.0	29.1	*	*	*
Hispanic	4.6	60.0	15.6	*	*	*
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Russell Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	76.9	99.0	81.3	96.7	A	97.3
White	83.3	99.0	86.5	*	*	*
Hispanic	90.0	99.0	91.8	100.0	A	99.0
SPED with standard or no accommodations	20.0	99.0	35.8	*	*	*
Increase in High Achievement (% In Lvls3-4)						
Black	50.0	60.0	52.0	56.7	A	57.5
White	25.0	60.0	32.0	*	*	*
Hispanic	10.0	60.0	20.0	66.7	A	60.0
SPED with standard or no accommodations	0.0	60.0	12.0	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	63.0	99.0	70.2	82.6	A	86.7
White	75.0	99.0	79.8	*	*	*
Hispanic	77.8	99.0	82.0	100.0	A	99.0
SPED with standard or no accommodations	44.4	99.0	55.4	77.8	A	83.1
Bilingual Program Students	85.7	99.0	88.4	100.0	A	99.0
Increase in High Achievement (% In Lvls3-4)						
Black	7.4	60.0	17.9	17.4	S	28.0
White	25.0	60.0	32.0	*	*	*
Hispanic	27.8	60.0	34.2	71.4	A	60.0
SPED with standard or no accommodations	0.0	60.0	12.0	33.3	A	40.0
Bilingual Program Students	57.1	60.0	57.7	87.5	A	60.0
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.2	95.0	94.4	95.8	A	95.0
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	98.3	98.0	98.0	100.0	A	98.0



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2060 Lewis Middle School**

Yearly Checkpoint Review Rating: *Substantial Progress*

In-Depth Review Rating: *Emerging*

Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*1.1 Connections between Vision and Expectations*

Develop a work plan, which outlines strategies, responsibility and timelines for the suggestions listed above.

Revise public and internal documents which still list the old vision and mission statements.

*1.2 Ownership and Appropriateness of Vision*

Begin immediately to solicit broad participation (parent, community, teachers and students) in developing a finalized vision and mission

Conduct a "needs" assessment, which documents areas of concern, and need for improvement.

*2.2 Criteria and Reporting*

Disseminate, display and clarify assessment criteria (i.e. rubrics & graphic organizers) so that students and parents know what is good enough to meet the standards.

Display current student works and tie the display specifically to curriculum objectives.

*2.3 Using Data for Planning*

Correlate the grade 6 after school program instruction with instruction, materials and strategies used during the school day

Develop a model for student portfolios, which references curriculum standards and is understood by students; it should include examples work, which meets the standards at each of the four levels.

*2.4 Achievement and Equity*

Examine Stanford 9 results and determine if there are any variables (i.e. particular teachers, safety net programs or participation in after school tutoring) that would explain the improvement achievement of Hispanic students.

Examining the teaching methodologies as well as the performance of special education students to determine what accounts for declined performance in this group.

*4.1 Curriculum*

The IDR Team suggests that the faculty at the Lewis Middle School need to align all of the course syllabi with the Citywide Learning Standards. The syllabi should be uniformed in presentation and detail. Syllabi should be consistently disseminated to staff and parents

The IDR Team suggest that the grade 6 after school program should use the same materials that are being used during the regular literacy and math block for consistency and to provide opportunities for review, reinforcement and rehearsal.

*4.2 Instruction*

Student work that is current and corresponds directly to the curriculum should be displayed. An explanation of the assignment and steps needed to complete the assignment should be posted with the work.

Focus on clear classroom behavioral expectations that are consistent from classroom and teacher to teacher.

*4.3 Structure to Support Learning*

The IDR team suggests that the location of the Learning Disabilities class is very secluded. It should be moved to a more appropriate location.

The IDR Team strongly encourages the faculty of the Lewis to strengthen their classroom management strategies. It appears that the staff does not expect students to comply with the basic rules for on task behaviors The students do not exceed those expectations or display any awareness that they are misbehaving.

## 2060 Lewis Middle School

### 5.1 Budget Supports Vision

Prioritize parents participation in budget development and approval since they are important stakeholders in change.

Consider further reducing the performing arts program. The IDR Team recognizes the strong performing art identity which exists at the Lewis however, it is time to shift that identity to high academic achievement and academic rigor. The small size (300 students) of the Lewis is an asset which can be applied to the change effort. All the students at the Lewis is are well known to staff and they are capable of meeting this challenge of high performances.

### 5.3 Provision of Student Supports

Provide challenging learning opportunities for every student regardless of individual student profile.

### 6.1 Outreach to Families

Develop a clearer strategy for parent outreach which is rooted in the context of schools mission and vision and includes the principles of shared decision making.

**Visiting Team Members:** Carol Doherty, Patricia Keyo, Francis Martuscello, Jacqueline McRath, Jane Sullivan (Chair)

#### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

___	___	✓	___
___	___	✓	___

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

___	✓	___	___
___	___	✓	___
___	___	✓	___
___	___	___	✓

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

___	✓	___	___
___	✓	___	___
___	✓	___	___

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

___	___	✓	___
___	___	✓	___
___	___	✓	___

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

___	___	✓	___
___	✓	___	___
___	___	✓	___

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

___	___	✓	___
___	✓	___	___
___	✓	___	___
___	✓	___	___
___	✓	___	___



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Lewis Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	53.0	99.0	62.2	59.0	S	69.0
Increase in High Achievement (% In Lvl3-4)	11.0	60.0	20.8	12.0	P	24.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	4.0	99.0	23.0	8.0	P	30.8
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	1.0	D	15.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	12.0	99.0	29.4	5.0	D	28.5
Increase in High Achievement (% In Lvl3-4)	1.0	60.0	12.8	0.0	D	15.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	67.3	99.0	73.6	71.8	S	78.6
Increase in High Achievement (% In Lvl3-4)	14.0	60.0	23.2	14.9	P	26.2
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	27.1	99.0	41.5	34.5	S	50.6
Increase in High Achievement (% In Lvl3-4)	4.5	60.0	15.6	4.0	D	18.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	69.5	99.0	75.4	69.6	P	76.9
Hispanic	58.8	99.0	66.9	81.4	A	85.8
SPED with standard or no accommodations <sup>3</sup>	45.0	99.0	55.8	56.5	A	67.1
Increase in High Achievement (% In Lvl3-4)						
Black	13.0	60.0	22.4	10.8	D	23.1
Hispanic	14.7	60.0	23.8	25.6	A	34.2
SPED with standard or no accommodations	5.0	60.0	16.0	4.4	D	18.3
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	23.7	99.0	38.8	29.3	P	46.7
Hispanic	36.1	99.0	48.7	50.0	A	62.3
SPED with standard or no accommodations	4.4	99.0	23.3	4.2	D	27.9
Increase in High Achievement (% In Lvl3-4)						
Black	2.2	60.0	13.8	3.3	P	17.5
Hispanic	11.1	60.0	20.9	6.5	D	19.9
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Lewis Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	44.8	99.0	55.7	58.9	A	68.9
Hispanic	76.2	99.0	80.8	79.0	S	84.0
SPED with standard or no accommodations	23.1	99.0	38.3	*	*	*
Increase in High Achievement (% In Lvls3-4)						
Black	15.5	60.0	24.4	30.4	A	37.8
Hispanic	52.4	60.0	53.9	47.4	D	50.5
SPED with standard or no accommodations	0.0	60.0	12.0	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	32.1	99.0	45.5	28.3	D	46.0
Hispanic	14.3	99.0	31.2	52.6	A	64.2
SPED with standard or no accommodations	0.0	99.0	19.8	14.3	S	35.5
Increase in High Achievement (% In Lvls3-4)						
Black	1.9	60.0	13.5	3.8	P	17.8
Hispanic	0.0	60.0	12.0	5.3	P	18.9
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	1.5	1.0	1.4	0.3	A	1.0
Average Daily Student Attendance	89.9	95.0	90.9	91.2	A	92.2
% of Students Tested in Reading	95.9	98.0	96.3	96.1	P	96.5
% of Students Tested in Mathematics	95.1	98.0	95.7	96.8	A	97.1

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**1030 O'Bryant School of Mathematics and Science**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*1.2 Ownership and Appropriateness of Vision*

Communicate the mission and vision of the school through various means such as the school paper, school site council, and student council.

*2.2 Criteria and Reporting*

Standardizing grade distributions and uniformed grading policies across departments.

*3.3 Professional Development Plan*

Evaluate the percentiles of student's weak testing area and strengthen the instruction of the subject matter where it necessitates curriculum alignment.

Quarterly curriculum mapping can link subject matters and establish continuity to stimulate and enhance academic achievement. Students' test results indicate a higher level of proficiencies in English than in math and science technology.

Guidance staff ought to use some of the Professional development time for conferring with one another

*4.2 Instruction*

Structure classrooms to create active learning

Share and model best teaching practices

Address different student learning styles.

*6.3 Parental and Community Participation*

Continue and further develop a mentoring program where student in the higher grades mentor the younger students and follow and train them for two to three years

**Visiting Team Members:** David Diokno, Maria Garcia-Aaronson (Chair), Christopher Gorton, Michael Maguire, Lisa Seymour-Terry

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

**Demonstrating  
Effectiveness**  
**Operational**  
**Emerging**  
**Readiness**

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

—	<u>x</u>	—	—
—	—	<u>x</u>	—

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

—	<u>x</u>	—	—
—	—	<u>x</u>	—
—	<u>x</u>	—	—
—	<u>x</u>	—	—

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

—	<u>x</u>	—	—
—	<u>x</u>	—	—
—	—	<u>x</u>	—

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

—	<u>x</u>	—	—
—	—	<u>x</u>	—
—	<u>x</u>	—	—

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

<u>x</u>	—	—	—
<u>x</u>	—	—	—
—	<u>x</u>	—	—

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

—	<u>x</u>	—	—
—	<u>x</u>	—	—
—	—	<u>x</u>	—
—	<u>x</u>	—	—
—	<u>x</u>	—	—



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: O'Bryant

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	84.0	99.0	87.0	88.0	A	90.8
Increase in High Achievement (% In Lvl3-4)	30.0	60.0	36.0	39.0	A	44.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	56.0	99.0	64.6	72.0	A	78.8
Increase in High Achievement (% In Lvl3-4)	16.0	60.0	24.8	28.0	A	36.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	48.0	99.0	58.2	56.0	S	66.8
Increase in High Achievement (% In Lvl3-4)	5.0	60.0	16.0	10.0	P	22.5
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	87.2	99.0	89.6	92.5	A	94.1
Increase in High Achievement (% In Lvl3-4)	31.7	60.0	37.4	39.6	A	44.7
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	69.8	99.0	75.6	83.1	A	87.1
Increase in High Achievement (% In Lvl3-4)	23.7	60.0	31.0	42.8	A	47.1
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	89.4	99.0	91.3	94.9	A	95.9
White	96.1	99.0	96.6	98.5	A	98.6
Hispanic	88.5	99.0	90.6	94.1	A	95.3
Asian	81.5	99.0	85.0	87.1	A	90.1
SPED with standard or no accommodations <sup>3</sup>	75.0	99.0	79.8	87.5	A	90.4
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	34.0	60.0	39.2	45.3	A	49.0
White	50.0	60.0	52.0	65.7	A	60.0
Hispanic	33.9	60.0	39.1	41.6	A	46.2
Asian	23.0	60.0	30.4	24.6	P	33.5
SPED with standard or no accommodations	25.0	60.0	32.0	37.5	A	43.1
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	59.9	99.0	67.7	74.7	A	80.8
White	81.8	99.0	85.3	89.6	A	91.9
Hispanic	69.7	99.0	75.6	82.2	A	86.4
Asian	81.2	99.0	84.8	92.6	A	94.2
SPED with standard or no accommodations	54.2	99.0	63.1	75.0	A	81.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	13.9	60.0	23.2	28.6	A	36.5
White	31.2	60.0	36.9	47.8	A	50.8
Hispanic	19.7	60.0	27.8	38.6	A	44.0
Asian	37.9	60.0	42.3	62.0	A	60.0
SPED with standard or no accommodations	4.2	60.0	15.3	25.0	A	33.8

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: O'Bryant

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black		99.0		84.9		88.4
White		99.0		95.5		96.3
Hispanic		99.0		100.0		99.0
Asian		99.0		73.8		80.1
Increase in High Achievement (% In Lvl3-4)						
Black		60.0		35.9		41.9
White		60.0		45.5		49.1
Hispanic		60.0		47.6		50.7
Asian		60.0		33.9		40.4
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	53.5	99.0	62.6	45.4	D	58.8
White	91.3	99.0	92.8	72.6	D	79.2
Hispanic	60.6	99.0	68.2	57.5	D	67.9
Asian	59.3	99.0	67.2	62.5	P	71.6
SPED with standard or no accommodations	60.0	99.0	67.8	38.5	D	53.6
Increase in High Achievement (% In Lvl3-4)						
Black	6.9	60.0	17.5	2.7	D	17.0
White	30.4	60.0	36.3	15.7	D	26.8
Hispanic	12.7	60.0	22.1	8.2	D	21.2
Asian	12.4	60.0	21.9	11.8	D	23.8
SPED with standard or no accommodations	20.0	60.0	28.0	7.7	D	20.8
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (High)	1.5	5.0	5.0	1.3	A	5.0
Average Daily Student Attendance	93.6	95.0	93.9	95.0	A	95.0
% of Students Tested in Reading	97.9	98.0	97.9	99.2	A	98.0
% of Students Tested in Mathematics	97.2	98.0	97.4	99.1	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

## 1230 Another Course to College

Yearly Checkpoint Review Rating:	<i>Some Progress</i>
In-Depth Review Rating:	<i>Emerging</i>
Overall Accountability Rating:	<i>Not Meeting Standards: Targeted Change</i>

### Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

#### 2.2 Criteria and Reporting

After the staff has been trained in the Boston Plan for Excellence "embedded model protocol" for "Looking at Student Work", the staff could meet on a regular basis in teams to score student work (level 1,2,3,4) to clarify progress. The embedded Model protocol is a format for discussing the strengths and weaknesses found after reading a sample of one student's work in all subject areas. An action plan will address the weaknesses to be implemented across the curriculum.

Exposing students to exemplars, "modeled writing" and guiding writing would develop student understanding of the higher standards.

#### 2.3 Using Data for Planning

Apparently, students MCAS results are sent to the previous school. Arrangements need to be made for these results to be sent to ACC. ACC staff could then identify strengths and weaknesses of their students to inform their teaching. Staff could also analyze types of questions found in the MCAS release questions. Use these types of questions weekly on teacher made test and practice open-response MCAS like prompts in readiness for students needing to retake and pass MCAS.

Have BPS Testing and Evaluation Office do in-service with staff.

Through the Transition program, criteria and benchmark tests are available. This information should be shared with staff. Teachers should meet grade level groups to discuss the criteria and to begin utilization of the benchmark test. Based on results of the tests teachers should plan and correlate their math instruction to the student

#### 2.4 Achievement and Equity

Consider an after-school tutoring program for the 71% of the students at level 1 in math and students at level 1 in reading

Analyze data to determine achievement gaps.

Determine types of questions on MCAS and SAT9 that students are weak on and incorporate these types of questions into the weekly tests in all content areas.

#### 3.1 Formal Assessment

Create a formal ongoing process for assessing teacher performance utilizing the criteria outlined in the Superintendent's circular on performance evaluation.

Create a formal ongoing process for staff feed back relative to their instructional practices.

#### 3.3 Professional Development Plan

Develop a Professional Development Plan that outlines the work for the entire school year.

Other high schools have found success in developing professional development focused on formative assessments and all the elements involved in developing and sustaining strong formative assessments. Have staff members visit other high schools to research how they are implementing their formative assessment process.

#### 4.2 Instruction

BPS "Key Questions" should be employed more often and uniformly in every course, and they should be posted in each class along with the current Standard being studied. (Key Questions are designed to develop high level thinking skills.)

Participate in Cluster 5 Best Practices visits and workshops.

#### 4.3 Structure to Support Learning

Establish a standardized assessment tool (formative assessments) for incoming eleventh graders to test students in the higher levels in the taxonomy of learning in reading and math, instead of just the skills based test.

Do multiple forms of formative assessment 2-3 times per year. Chart improvement and let results drive instruction and keep students

## 1230 Another Course to College

aware of their gains.

### 5.1 Budget Supports Vision

Seek out a business partner that understands and is in alignment with your vision.

Utilize parents to network, acquire donations, and /or provide additional resources.

Apply for grants that will provide additional resources, (i.e. computers, portfolios, training etc.)

### 5.3 Provision of Student Supports

Establish a support system with a mental health provider/agency for counseling and medication issues. (Teen Parenting Program, Freedom Trail Clinic, adjunct with Brighton High School, Allston-Brighton Mental Health, Allston-Brighton Healthy Boston Coalition-Cluster 5 School-Linked Services).

### 6.3 Parental and Community Participation

Engage parents in community outreach roles, when possible.

Utilize School Linked Parent to develop ways to build parent participation.

**Visiting Team Members:** Mark Burke, Sharon Clarke (Chair), Ceronne Daly, Kay Mathew, Donette Wilson (Chair)

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	___	X	___	___
1.2. Ownership and Appropriateness of Vision	___	X	___	___
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	___	___	X	___
2.2. Criteria and Reporting	___	___	X	___
2.3. Using Data for Planning	___	___	X	___
2.4. Achievement and Equity	___	___	X	___
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	___	___	X	___
3.2. Administrator Assessment	___	X	___	___
3.3. Professional Development Plan	___	___	X	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	___	X	___	___
4.2. Instruction	___	___	X	___
4.3. Structure to Support Learning	___	___	X	___
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	___	___	___	X
5.2. Provision of Programmatic Services	___	___	___	___
5.3. Provision of Student Supports	___	___	X	___
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	___	X	___	___
6.2. Ongoing Dialogue	___	X	___	___
6.3. Parental and Community Participation	___	___	X	___
6.4. Partnerships with the Community	___	X	___	___
6.5. Decision-Making	___	X	___	___



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: ACC

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
Student Academic Performance						
MCAS <sup>1</sup>						
Reading						
Mathematics						
Science & Technology						
Stanford 9 Achievement Tests <sup>2</sup>						
Reading - Cohort						
Movement out of Level 1 (% In Lvl2-4)	88.9	99.0	90.9	88.5	D	91.1
Increase in High Achievement (% In Lvl3-4)	55.6	60.0	56.4	46.2	D	49.6
Mathematics - Cohort						
Movement out of Level 1 (% In Lvl2-4)	50.0	99.0	59.8	28.6	D	46.2
Increase in High Achievement (% In Lvl3-4)	5.6	60.0	16.4	10.7	P	23.0
Achievement Gaps						
Reading - Cohort						
Movement out of Level 1 (% In Lvl2-4)						
Black	83.3	99.0	86.5	92.9	A	94.4
White	*	99.0	*	87.5	*	90.4
Increase in High Achievement (% In Lvl3-4)						
Black	50.0	60.0	52.0	28.6	D	36.4
White	*	60.0	*	75.0	*	60.0
Mathematics Cohort						
Movement out of Level 1 (% In Lvl2-4)						
Black	50.0	99.0	59.8	14.3	D	35.5
White	*	99.0	*	55.6	*	66.4
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	0.0	M	15.0
White	*	60.0	*	33.3	*	40.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: ACC

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black		99.0		86.4		89.5
White		99.0		82.3		86.5
Increase in High Achievement (% In Lvls3-4)						
Black		60.0		50.0		52.5
White		60.0		29.4		37.1
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Increase in High Achievement (% In Lvls3-4)						
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (High)	3.0	5.0	5.0	9.4	D	8.3
Average Daily Student Attendance	88.6	95.0	89.9	91.8	A	92.6
% of Students Tested in Reading	90.7	98.0	92.2	93.8	A	94.8
% of Students Tested in Mathematics	90.7	98.0	92.2	93.8	A	94.8



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4160 Gardner Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Meeting Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Marian Fuscolda, Graciela Hopkins (Chair), Mary Hurley (Chair), George Ladd, Rosa Maxina, Lyonel Prime, Joanne Shea

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

		Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>					
1.1. Connections between Vision and Expectations	4	_____	_____	_____	_____
1.2. Ownership and Appropriateness of Vision	4	_____	_____	_____	_____
<b>Essential 2. Looking at Student Work and Data</b>					
2.1. Ongoing Assessment and Multiple Measures	4	_____	_____	_____	_____
2.2. Criteria and Reporting	4	_____	_____	_____	_____
2.3. Using Data for Planning	4	_____	_____	_____	_____
2.4. Achievement and Equity	_____	3	_____	_____	_____
<b>Essential 3. Professional Development Plan</b>					
3.1. Formal Assessment	4	_____	_____	_____	_____
3.2. Administrator Assessment	_____	3	_____	_____	_____
3.3. Professional Development Plan	4	_____	_____	_____	_____
<b>Essential 4. Learn and Use Best Teaching Practices</b>					
4.1. Curriculum	4	_____	_____	_____	_____
4.2. Instruction	4	_____	_____	_____	_____
4.3. Structure to Support Learning	4	_____	_____	_____	_____
<b>Essential 5. Align Resources with Instructional Focus</b>					
5.1. Budget Supports Vision	4	_____	_____	_____	_____
5.2. Provision of Programmatic Services	4	_____	_____	_____	_____
5.3. Provision of Student Supports	4	_____	_____	_____	_____
<b>Essential 6. Involvement of Parents and Community</b>					
6.1. Outreach to Families	_____	3	_____	_____	_____
6.2. Ongoing Dialogue	4	_____	_____	_____	_____
6.3. Parental and Community Participation	4	_____	_____	_____	_____
6.4. Partnerships with the Community	4	_____	_____	_____	_____
6.5. Decision-Making	4	_____	_____	_____	_____

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Gardner Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	56.0	99.0	64.6	91.0	A	93.0
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	14.0	A	25.5
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	47.0	99.0	57.4	79.0	A	84.0
Increase in High Achievement (% In Lvl3-4)	4.0	60.0	15.2	10.0	S	22.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	46.0	99.0	56.6	89.0	A	91.5
Increase in High Achievement (% In Lvl3-4)	11.0	60.0	20.8	36.0	A	42.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	92.1	99.0	93.5	97.7	A	98.0
Increase in High Achievement (% In Lvl3-4)	31.6	60.0	37.3	43.2	A	47.4
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	88.9	99.0	90.9	81.8	D	86.1
Increase in High Achievement (% In Lvl3-4)	41.7	60.0	45.3	36.4	D	42.3
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	83.3	99.0	86.5	90.0	A	92.3
White	*	99.0	*	100.0	*	99.0
Hispanic	100.0	99.0	99.0	100.0	A	99.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	38.9	60.0	43.1	10.0	D	22.5
White	*	60.0	*	72.7	*	60.0
Hispanic	15.4	60.0	24.3	44.4	A	48.3
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	82.1	99.0	85.5	70.0	D	77.3
White	100.0	99.0	99.0	81.8	D	86.1
Hispanic	90.5	99.0	92.2	84.2	D	87.9
Asian	90.0	99.0	91.8	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	21.4	60.0	29.1	20.0	D	30.0
White	69.2	60.0	60.0	54.6	D	55.9
Hispanic	33.3	60.0	38.7	31.6	D	38.7
Asian	80.0	60.0	60.0	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Gardner Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	100.0	99.0	99.0	91.7	D	93.5
White	100.0	99.0	99.0	90.0	D	92.3
Hispanic	90.0	99.0	91.8	88.9	D	91.4
Asian	100.0	99.0	99.0	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	50.0	60.0	52.0	83.3	A	60.0
White	66.7	60.0	60.0	70.0	A	60.0
Hispanic	70.0	60.0	60.0	61.1	A	60.0
Asian	100.0	60.0	60.0	55.6	D	56.7
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	73.7	99.0	78.7	61.5	D	70.9
White	*	99.0	*	90.9	*	92.9
Hispanic	68.8	99.0	74.8	85.7	A	89.0
Increase in High Achievement (% In Lvl3-4)						
Black	21.1	60.0	28.8	7.7	D	20.8
White	*	60.0	*	45.5	*	49.1
Hispanic	37.5	60.0	42.0	23.8	D	32.9
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.9	95.0	94.9	96.3	A	95.0
% of Students Tested in Reading	99.0	98.0	98.0	98.1	A	98.0
% of Students Tested in Mathematics	98.6	98.0	98.0	97.9	D	97.9

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4620 Jackson/Mann Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*5.1 Budget Supports Vision*

Available funds should be more equitably distributed throughout the school to ensure all classrooms have the appropriate materials needed to conduct proper teaching and learning to foster better whole school change.

The outside business partners may be better utilized to support the Xerox and Riso machines and to assist in purchasing of basic supplies necessary to support basic teaching and learning.

**Visiting Team Members:** Nicholas Chareas, Marian Fuscolda, Lisa Llorente, Alice Santiago, Ana Tavares (Chair)

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

# Accountability System

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

<b>Essential 1. Schoolwide Instructional Focus</b>	<b>DE</b>	<b>O</b>	<b>E</b>	<b>R</b>
1.1. Connections between Vision and Expectations	___	X	___	___
1.2. Ownership and Appropriateness of Vision	___	X	___	___
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	X	___	___	___
2.2. Criteria and Reporting	X	___	___	___
2.3. Using Data for Planning	___	X	___	___
2.4. Achievement and Equity	___	X	___	___
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	X	___	___	___
3.2. Administrator Assessment	X	___	___	___
3.3. Professional Development Plan	X	___	___	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	___	X	___	___
4.2. Instruction	___	X	___	___
4.3. Structure to Support Learning	___	X	___	___
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	___	___	X	___
5.2. Provision of Programmatic Services	___	X	___	___
5.3. Provision of Student Supports	___	X	___	___
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	___	X	___	___
6.2. Ongoing Dialogue	X	___	___	___
6.3. Parental and Community Participation	___	X	___	___
6.4. Partnerships with the Community	X	___	___	___
6.5. Decision-Making	___	X	___	___

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Jackson/Mann

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	75.0	99.0	79.8	87.0	A	90.0
Increase in High Achievement (% In Lvl3-4)	13.0	60.0	22.4	13.0	M	24.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	48.0	99.0	58.2	70.0	A	77.3
Increase in High Achievement (% In Lvl3-4)	29.0	60.0	35.2	25.0	D	33.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	71.0	99.0	76.6	89.0	A	91.5
Increase in High Achievement (% In Lvl3-4)	30.0	60.0	36.0	29.0	D	36.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	93.1	99.0	94.3	93.8	S	95.1
Increase in High Achievement (% In Lvl3-4)	34.5	60.0	39.6	47.9	A	50.9
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	71.3	99.0	76.8	68.8	D	76.3
Increase in High Achievement (% In Lvl3-4)	43.6	60.0	46.8	47.9	A	50.9
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	85.7	99.0	88.4	89.3	A	91.7
White	100.0	99.0	99.0	*	*	*
Hispanic	92.3	99.0	93.6	*	*	*
Asian	100.0	99.0	99.0	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	14.3	60.0	23.4	32.1	A	39.1
White	27.3	60.0	33.8	*	*	*
Hispanic	38.5	60.0	42.8	*	*	*
Asian	69.2	60.0	60.0	90.0	A	60.0
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	67.4	99.0	73.7	60.7	D	70.3
White	64.7	99.0	71.6	*	*	*
Hispanic	70.6	99.0	76.3	57.1	D	67.6
Asian	88.0	99.0	90.2	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	26.1	60.0	32.9	35.7	A	41.8
White	41.2	60.0	44.9	*	*	*
Hispanic	29.4	60.0	35.5	14.3	D	25.7
Asian	80.0	60.0	60.0	72.7	A	60.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Jackson/Mann

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	93.6	99.0	94.7	96.4	A	97.0
White	92.3	99.0	93.6	76.9	D	82.4
Hispanic	92.9	99.0	94.1	87.5	D	90.4
Asian	75.0	99.0	79.8	84.6	A	88.2
SPED with standard or no accommodations	71.4	99.0	76.9	63.6	D	72.5
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	51.1	60.0	52.8	29.1	D	36.8
White	46.2	60.0	48.9	23.1	D	32.3
Hispanic	57.1	60.0	57.7	62.5	A	60.0
Asian	50.0	60.0	52.0	38.5	D	43.8
SPED with standard or no accommodations	57.1	60.0	57.7	0.0	D	15.0
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	72.0	99.0	77.4	67.7	D	75.5
White	90.9	99.0	92.5	*	*	*
Hispanic	84.6	99.0	87.5	60.0	D	69.8
Asian	78.6	99.0	82.7	100.0	A	99.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	24.0	60.0	31.2	29.4	S	37.1
White	36.4	60.0	41.1	*	*	*
Hispanic	7.7	60.0	18.2	30.0	A	37.5
Asian	42.9	60.0	46.3	81.8	A	60.0
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.0	95.0	94.2	94.6	A	94.7
% of Students Tested in Reading	99.2	98.0	98.0	96.8	D	97.1
% of Students Tested in Mathematics	98.7	98.0	98.0	95.4	D	96.1



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4240 Ellis Elementary School**

Yearly Checkpoint Review Rating:	<i>Some Progress</i>
In-Depth Review Rating:	<i>Emerging</i>
Overall Accountability Rating:	<i>Not Meeting Standards: Targeted Change</i>

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*1.1 Connections between Vision and Expectations*

The school should review the vision/mission statements to align each with the academic practices and values that exist in the school but that are not mentioned in the mission/vision statements

*1.2 Ownership and Appropriateness of Vision*

There should be a uniform Spanish translator of the mission and vision statement displayed throughout the school building and in the classrooms. In addition, this uniformed translation of the vision/mission statements should be sent home and included in students', parents and staff handbooks.

The school community (staff, parents, community) should elaborate upon the Rules of Engagement, making clear the connection between the values expressed in the Rules, high academic achievement, life goals and other abstract concepts expressed in the current mission/vision statements.

*2.1 Ongoing Assessment and Multiple Measures*

All teachers are trained in the use of multiple measures. This training should include: how each measure clarifies student academic and literal ability; and how information from multiple measures can be used to inform classroom practices.

The school creates a rubric to assist teachers in their daily observation of students. It remains unclear what standards are in place to guide teacher observations of individual students and/or small group sessions. A rubric with clearly defined criteria will assist teachers in this task.

*2.2 Criteria and Reporting*

Developing a school wide system for reporting students' progress to parents. This system should be consistent across and between grade levels.

Developing grade level criterion that reflects an expansive assessment system that includes criteria to assess student work.

*2.3 Using Data for Planning*

The kind of planning and focus now being given to literacy and students services be provided to other academic areas (Science, History Math, ESL). A plan for improving student performance in other content areas needs to be developed based on careful analysis of student data.

*2.4 Achievement and Equity*

The school pays careful attention to MCAS data. A review of the data shows that Latinos are making improvements in reading and math while the scores for African-American children appear to be declining. What is MCAS data telling the school community? What connection might there be between the scores and the lack of standards-based curriculum development?

The school should also question the scores for African-American students which are better on the Stanford 9 than on the MCAS.

*3.2 Administrator Assessment*

An evaluation of the process related to yearly administrators performance evaluation might be given during the first Professional Day in September. School Site Council, Team Leaders and ILT members could collect feedback from all staff to be included in the yearly performance evaluation of administrators. Teachers should know who to contact if they want to make comments during the administration performance evaluation process.

*4.1 Curriculum*

A connection should be made between the Standards across content areas and Literacy models.

## 4240 Ellis Elementary School

A task description, rubric and objectives should accompany all displays. A written description of the standards and the strands should be part of a display. Displays should show the connection to the standards and the intended outcome of the project, written work, etc.

The school should develop uniform syllabi across and between grade levels. Teachers should be reminded that development of a syllabus is not an option but a contractual obligation.

### 4.3 Structure to Support Learning

Looking for outside support for other content areas (Math, Science, Technology, Social Science) to make certain that these disciplines are as strong as the Literacy models.

Providing a grade level schedule reflects team teaching, decision-making and planning.

### 5.2 Provision of Programmatic Services

The school contacts the Program Director for Bilingual Services to develop strategies that will assist the school in maintaining bilingual students into monolingual classes. Monolingual teachers receive training designed to support bilingual students in mainstreamed classes.

### 6.2 Ongoing Dialogue

Regular written correspondence that focus on teaching learning practices should be developed by classroom/grade levels and shared with parents.

A parent room captain communication system should be developed to aid teachers in providing parents with general information or discussing specific educational issues.

### 6.3 Parental and Community Participation

ILT and SSC should consider on-going ways to communicate to parent groups ways to support academic achievement. The concern here is that a contingency plan has not been created which includes and informs parents and which enables parents or school staff to carry on if Boston Excels were to leave the school.

### 6.5 Decision-Making

Parental involvement in the SSC should be addressed so that attendance is regular and parents have an equal voice in decision-making.

A functional Parent Council should be made priority of the school. The responsibility for developing and maintaining a thriving Ellis Parent Council that meets regularly needs to be delineated.

**Visiting Team Members:** Elizabeth Delgado, Candida Mundo, Fran Smith, Ken Tangvik, Deborah Washington (Chair)

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

**SY1999-2000**

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	___	___	X	___
1.2. Ownership and Appropriateness of Vision	___	___	X	___
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	___	___	X	___
2.2. Criteria and Reporting	___	___	X	___
2.3. Using Data for Planning	___	___	X	___
2.4. Achievement and Equity	___	___	X	___
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	___	X	___	___
3.2. Administrator Assessment	___	___	___	X
3.3. Professional Development Plan	___	X	___	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	___	___	X	___
4.2. Instruction	___	X	___	___
4.3. Structure to Support Learning	___	___	X	___
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	___	X	___	___
5.2. Provision of Programmatic Services	___	___	X	___
5.3. Provision of Student Supports	___	X	___	___
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	___	X	___	___
6.2. Ongoing Dialogue	___	___	X	___
6.3. Parental and Community Participation	___	___	X	___
6.4. Partnerships with the Community	___	X	___	___
6.5. Decision-Making	___	___	X	___



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Ellis Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	59.0	99.0	67.0	47.0	D	60.0
Increase in High Achievement (% In Lvl3-4)	7.0	60.0	17.6	8.0	P	21.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	46.0	99.0	56.6	39.0	D	54.0
Increase in High Achievement (% In Lvl3-4)	11.0	60.0	20.8	12.0	P	24.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	59.0	99.0	67.0	51.0	D	63.0
Increase in High Achievement (% In Lvl3-4)	19.0	60.0	27.2	8.0	D	21.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	81.0	99.0	84.6	85.7	A	89.0
Increase in High Achievement (% In Lvl3-4)	35.7	60.0	40.6	36.7	P	42.5
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	76.7	99.0	81.2	76.0	D	81.8
Increase in High Achievement (% In Lvl3-4)	34.9	60.0	39.9	38.0	S	43.5
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	84.0	99.0	87.0	81.5	D	85.9
Hispanic	66.7	99.0	73.1	88.2	A	90.9
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	36.0	60.0	40.8	33.3	D	40.0
Hispanic	16.7	60.0	25.3	23.5	S	32.6
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	75.9	99.0	80.5	67.7	D	75.6
Hispanic	71.4	99.0	76.9	77.8	A	83.1
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	34.5	60.0	39.6	29.0	D	36.8
Hispanic	19.1	60.0	27.2	27.8	A	35.8

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Ellis Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	75.0	99.0	79.8	81.3	A	85.7
Hispanic	80.0	99.0	83.8	81.8	P	86.1
Increase in High Achievement (% In Lvl3-4)						
Black	35.0	60.0	40.0	25.0	D	33.8
Hispanic	20.0	60.0	28.0	27.3	S	35.5
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	80.0	99.0	83.8	60.7	D	70.3
Hispanic	62.5	99.0	69.8	75.0	A	81.0
Bilingual Program Students	56.3	99.0	64.8	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	36.0	60.0	40.8	21.4	D	31.1
Hispanic	33.3	60.0	38.7	10.0	D	22.5
Bilingual Program Students	37.5	60.0	42.0	*	*	*
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.0	95.0	94.2	94.8	A	94.8
% of Students Tested in Reading	99.2	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	98.8	98.0	98.0	98.1	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4270 Kennedy Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*2.3 Using Data for Planning*

The ILT needs to be institutionalized within the school and that it takes on the responsibility of looking at, and examining all data, both systemwide and school based. That the ILT membership be identified, that its meetings continue to have minutes and that its goals and objectives be spelled out

*2.4 Achievement and Equity*

An in-depth analysis needs to be done. The problems need to be identified. That action plans be designed to deal with the problems. That the action plans be incorporated into the school calendar and that persons be made responsible for carrying them out. Assessment is not adequate due to no data analysis.

*3.1 Formal Assessment*

Peer mentoring and new teachers need to be structured and documented . First year teachers should be given written feedback.  
VLF should continue developing a formal process for assessing teacher performance.

**Visiting Team Members:** Debbie John, Armando Martinez, Frida Rodriguez, Charlotte Williams (Chair), Ann Wolf

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

**SY1999-2000**

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

**Demonstrating  
Effectiveness**  
**Operational**  
**Emerging**  
**Readiness**

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ \_\_\_ x \_\_\_  
\_\_\_ \_\_\_ x \_\_\_

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

\_\_\_ \_\_\_ x \_\_\_  
x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

\_\_\_ x \_\_\_ \_\_\_  
x \_\_\_ \_\_\_ \_\_\_  
\_\_\_ x \_\_\_ \_\_\_  
x \_\_\_ \_\_\_ \_\_\_  
x \_\_\_ \_\_\_ \_\_\_



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: John F Kennedy

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	49.0	99.0	59.0	73.0	A	79.5
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	3.0	P	17.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	34.0	99.0	47.0	56.0	A	66.8
Increase in High Achievement (% In Lvl3-4)	1.0	60.0	12.8	10.0	S	22.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	56.0	99.0	64.6	61.0	S	70.5
Increase in High Achievement (% In Lvl3-4)	10.0	60.0	20.0	14.0	P	25.5
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	84.1	99.0	87.1	72.3	D	79.0
Increase in High Achievement (% In Lvl3-4)	25.0	60.0	32.0	8.5	D	21.4
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	67.8	99.0	74.0	60.4	D	70.1
Increase in High Achievement (% In Lvl3-4)	25.6	60.0	32.4	20.8	D	30.6
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	93.3	99.0	94.5	81.8	D	86.1
Hispanic	77.8	99.0	82.0	65.6	D	74.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	20.0	60.0	28.0	0.0	D	15.0
Hispanic	25.9	60.0	32.7	9.4	D	22.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	50.0	99.0	59.8	41.7	D	56.0
Hispanic	76.4	99.0	80.9	63.6	D	72.5
SPED with standard or no accommodations	14.3	99.0	31.2	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	6.7	60.0	17.3	8.3	P	21.2
Hispanic	32.7	60.0	38.2	18.2	D	28.6
SPED with standard or no accommodations	0.0	60.0	12.0	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: John F Kennedy

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	71.4	99.0	76.9	84.6	A	88.2
Hispanic	76.9	99.0	81.3	63.6	D	72.5
SPED with standard or no accommodations	42.9	99.0	54.1	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	19.1	60.0	27.2	34.6	A	41.0
Hispanic	30.8	60.0	36.6	31.8	P	38.9
SPED with standard or no accommodations	14.3	60.0	23.4	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	81.3	99.0	84.8	61.5	D	70.9
Hispanic	75.7	99.0	80.3	68.6	D	76.2
Bilingual Program Students	75.0	99.0	79.8	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	37.5	60.0	42.0	7.7	D	20.8
Hispanic	27.0	60.0	33.6	31.4	S	38.6
Bilingual Program Students	12.5	60.0	22.0	*	*	*
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.5	95.0	94.6	95.8	A	95.0
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	99.4	98.0	98.0	100.0	A	98.0

## **4311 Manning Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*

In-Depth Review Rating: *Operational*

Overall Accountability Rating: *Meeting Standards*

### **Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

#### *2.2 Criteria and Reporting*

Reinforce student understanding of criteria and how it is used to access work.

Students should know more about MCAS to take more ownership of it .

#### *2.3 Using Data for Planning*

Open response questions seem to be a problem on MCAS. Need for more support here.

More of a link between analysis and plan in math.

#### *2.4 Achievement and Equity*

Move towards looking at students on a more individual basis

Provide additional services as needed to level one students

#### *3.2 Administrator Assessment*

Work towards developing a critical friend approach to allow staff and parents to participate in the evaluation process.

#### *4.1 Curriculum*

Work towards cross disciplinary integration of like skill areas.

Develop initiatives which tie into Manning 2000 and address science and social studies

#### *4.2 Instruction*

Consistent use problem of the day in very classroom.

Make more use of open ended questions during instruction at all levels in all content areas.

#### *6.3 Parental and Community Participation*

Reach out to the immediate neighborhood for school volunteers.

Create a system of parent buddies who can be contacts for other parents and assist with car-pooling, school news, etc.

**Visiting Team Members:** Maria Campanario (Chair), Heather Carito, Kristen Eichley, Anne Greenbaum, Judith Prince, Leroy Stoddard, Myriam Torres

### **Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	—	✓	—	—
1.2. Ownership and Appropriateness of Vision	—	✓	—	—
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	—	✓	—	—
2.2. Criteria and Reporting	—	—	✓	—
2.3. Using Data for Planning	—	—	✓	—
2.4. Achievement and Equity	—	—	—	✓
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	—	✓	—	—
3.2. Administrator Assessment	—	—	✓	—
3.3. Professional Development Plan	—	✓	—	—
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	—	—	✓	—
4.2. Instruction	—	—	✓	—
4.3. Structure to Support Learning	—	✓	—	—
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	✓	—	—	—
5.2. Provision of Programmatic Services	—	✓	—	—
5.3. Provision of Student Supports	—	✓	—	—
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	—	✓	—	—
6.2. Ongoing Dialogue	—	✓	—	—
6.3. Parental and Community Participation	—	—	✓	—
6.4. Partnerships with the Community	—	✓	—	—
6.5. Decision-Making	—	✓	—	—

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Manning Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	52.0	99.0	61.4	57.0	S	67.5
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	7.0	S	20.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	56.0	99.0	64.6	68.0	A	75.8
Increase in High Achievement (% In Lvl3-4)	13.0	60.0	22.4	11.0	D	23.3
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	61.0	99.0	68.6	97.0	A	97.5
Increase in High Achievement (% In Lvl3-4)	9.0	60.0	19.2	36.0	A	42.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	94.7	99.0	95.6	80.0	D	84.8
Increase in High Achievement (% In Lvl3-4)	21.1	60.0	28.8	6.7	D	20.0
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	53.1	99.0	62.3	55.6	P	66.4
Increase in High Achievement (% In Lvl3-4)	9.4	60.0	19.5	16.7	S	27.5
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	100.0	99.0	99.0	83.3	D	87.2
Hispanic	85.7	99.0	88.4	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	0.0	60.0	12.0	0.0	M	15.0
Hispanic	42.9	60.0	46.3	*	*	*
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	38.9	99.0	50.9	50.0	S	62.3
Hispanic	66.7	99.0	73.1	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	0.0	60.0	12.0	7.1	S	20.4
Hispanic	11.1	60.0	20.9	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Manning Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	69.2	99.0	75.2	91.7	A	93.5
Hispanic	42.9	99.0	54.1	85.7	A	89.0
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	33.3	A	40.0
Hispanic	14.3	60.0	23.4	57.1	A	57.9
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	58.3	99.0	66.5	37.5	D	52.9
Hispanic	75.0	99.0	79.8	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	16.7	60.0	25.3	6.3	D	19.7
Hispanic	12.5	60.0	22.0	*	*	*
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.2	95.0	94.4	93.8	D	94.1
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	100.0	98.0	98.0	100.0	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2030 Cleveland Middle School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

**2.2 Criteria and Reporting**

More LASW sessions-focus these on in-depth discussions of the characteristics of student work at different performance levels and in different areas. (The Atlas protocol is a good tool for this and is more time efficient than the Ruth Mitchell protocol). Encourage teachers and staff to more explicitly discuss the criteria for good work with students-use the success of the social contract as a model. Focus professional development on using student work as teaching tool.

Focus communication with parents on student accomplishments and positive achievements as well as on problems. Focus outreach efforts more on engaging parents in a dialogue about supporting student achievement and less on the dissemination of information. Provide more ongoing feedback to students. For both students and parents, provide more information on the characteristics of student work at different performance levels and the things students need to do to produce high quality work.

**4.2 Instruction**

Continue to train all teachers in the LLIFE model as well as to support those teachers who have been trained. Also institutionalize a process to monitor and assess the effectiveness of the program and its implementation.

**6.1 Outreach to Families**

Re-establish the Parent Family Task Force, comprised of parents, teachers and administrators, to plan a process for involving parents in school activities. Focus on developing and using outreach strategies that develop relationships with parents and increase their involvement. Establish and provide support for a School Parent Council. Make the Family Center more visible. Ensure that it has the resources and support to carry out its work. More aggressively reach out to parents by holding events at alternative times and surveying parents to identify workshop topics of interest. Ask parents to call other parents to encourage participation. Establish programs through which students invite their parents to school as participants. Ask parents to host meetings and activities in their homes for small groups of parents. Develop roles for parents to play in the school and projects for them to work on, such as coordinating the retrofitting of the gym, building a participatory sports program, acting as chaperones at events, or working on the Schoolyard Initiative. Provide more translators for parent/teacher communication. Develop relationships with parents by going to visit them at home. Increase written communication with parents, i.e., more frequent family Center newsletters. Focus outreach efforts more on engaging parents in a dialogue about supporting student achievement and less on the dissemination of information.

**6.2 Ongoing Dialogue**

More effectively utilize the Family Center. Increase the visibility of the Parent Liaison among staff. Use the resources of the Multicultural Parent Center at Madison Park. Provide workshops that give parents and teachers opportunities to work together. Survey parents to assess meeting times that will allow for more involvement. Focus communication with parents on student accomplishments and positive achievements as well as on problems.

**6.3 Parental and Community Participation**

Focus strong administrative leadership on the development of parent outreach strategies and increasing participation. Encourage all staff to take responsibility for outreach to families. Increase the visibility of the Family Center. Establish a stronger connection between the Family Center and the guidance counselors, administrators and teachers in order to facilitate the involvement of parents in academic programs. Tap parents' expertise to enrich the curriculum for students. Expand workshops offerings and volunteer opportunities for parents. Brainstorm to develop social, educational, sports, and cultural programs that more effectively connect parents to the school so that strong relationships can develop. Make full use of the telephone calling around all upcoming events and activities.

**Visiting Team Members:** Joan Becker (Chair), Pat Howkinson, Donna Lashus, Audrey Leung-Tat, Joseph Smith, Scotland Willis

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.



SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	✓			
1.2. Ownership and Appropriateness of Vision		✓		
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures		✓		
2.2. Criteria and Reporting			✓	
2.3. Using Data for Planning		✓		
2.4. Achievement and Equity		✓		
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment		✓		
3.2. Administrator Assessment		✓		
3.3. Professional Development Plan		✓		
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum		✓		
4.2. Instruction			✓	
4.3. Structure to Support Learning		✓		
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	✓			
5.2. Provision of Programmatic Services	✓			
5.3. Provision of Student Supports		✓		
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families			✓	✓
6.2. Ongoing Dialogue			✓	
6.3. Parental and Community Participation				✓
6.4. Partnerships with the Community	✓			
6.5. Decision-Making		✓		



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Cleveland Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	50.0	99.0	59.8	64.0	A	72.8
Increase in High Achievement (% In Lvl3-4)	12.0	60.0	21.6	14.0	P	25.5
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	12.0	99.0	29.4	23.0	S	42.0
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	2.0	M	16.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	9.0	99.0	27.0	8.0	D	30.8
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	1.0	D	15.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	69.6	99.0	75.5	76.9	A	82.4
Increase in High Achievement (% In Lvl3-4)	12.9	60.0	22.3	17.6	S	28.2
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	27.3	99.0	41.6	39.7	S	54.5
Increase in High Achievement (% In Lvl3-4)	5.1	60.0	16.1	10.2	P	22.6
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	70.6	99.0	76.3	75.7	S	81.5
White	62.5	99.0	69.8	96.3	A	97.0
Hispanic	62.8	99.0	70.0	75.0	A	81.0
Asian	90.0	99.0	91.8	66.7	D	74.8
SPED with standard or no accommodations <sup>3</sup>	31.3	99.0	44.8	67.9	A	75.6
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	13.7	60.0	23.0	14.6	P	26.0
White	12.5	60.0	22.0	37.0	A	42.8
Hispanic	9.3	60.0	19.4	25.0	A	33.8
Asian	10.0	60.0	20.0	0.0	D	15.0
SPED with standard or no accommodations	6.3	60.0	17.0	0.0	D	15.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	23.1	99.0	38.3	37.1	S	52.6
White	48.0	99.0	58.2	39.3	D	54.2
Hispanic	26.7	99.0	41.1	50.9	A	62.9
Asian	81.8	99.0	85.3	42.9	D	56.9
SPED with standard or no accommodations	5.3	99.0	24.0	20.0	S	39.8
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	4.1	60.0	15.3	8.9	P	21.7
White	4.0	60.0	15.2	10.7	S	23.0
Hispanic	6.7	60.0	17.3	13.6	S	25.2
Asian	27.3	60.0	33.8	21.4	D	31.1
SPED with standard or no accommodations	5.3	60.0	16.2	3.3	D	17.5

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Cleveland Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	76.8	99.0	81.2	92.9	A	94.4
White	68.8	99.0	74.8	83.3	A	87.2
Hispanic	70.8	99.0	76.5	87.9	A	90.7
Asian	*	99.0	*	100.0	*	99.0
SPED with standard or no accommodations	55.6	99.0	64.2	85.0	A	88.5
Increase in High Achievement (% In Lvl3-4)						
Black	40.2	60.0	44.1	65.1	A	60.0
White	56.3	60.0	57.0	44.4	D	48.3
Hispanic	33.3	60.0	38.7	51.5	A	53.6
Asian	*	60.0	*	53.9	*	55.4
SPED with standard or no accommodations	11.1	60.0	20.9	30.0	A	37.5
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	33.6	99.0	46.7	71.2	A	78.2
White	30.0	99.0	43.8	85.7	A	89.0
Hispanic	35.7	99.0	48.4	75.0	A	81.0
SPED with standard or no accommodations	6.7	99.0	25.1	50.0	A	62.3
Increase in High Achievement (% In Lvl3-4)						
Black	2.3	60.0	13.8	27.2	A	35.4
White	0.0	60.0	12.0	14.3	A	25.7
Hispanic	7.1	60.0	17.7	17.9	A	28.4
SPED with standard or no accommodations	0.0	60.0	12.0	20.0	A	30.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	0.0	1.0	1.0	0.9	A	1.0
Average Daily Student Attendance	87.4	95.0	88.9	89.8	A	91.1
% of Students Tested in Reading	96.4	98.0	96.7	97.9	A	97.9
% of Students Tested in Mathematics	96.0	98.0	96.4	97.1	A	97.3

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4051 Dickerman Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Emerging*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*1.1 Connections between Vision and Expectations*

Continue the process to refine the mission statement; and revisit the 1993 mission statement to identify its strengths and applicability within the current school change environment.

Use the mission statement as the foundation for a schoolwide critique of programs and practices and their effectiveness in supporting academic achievement for all Dickerman students.

*1.2 Ownership and Appropriateness of Vision*

Engage school-community in the vision and mission development process, assuring the involvement and ownership of parents and students.

*2.3 Using Data for Planning*

Although the Comprehensive Plan indicates that the administration and the staff will use key personnel to support the improvement of students in reading and math, there is a need to revisit the specific instructional role of the Math Enrichment teacher and the transition Teacher. These are two key members of the staff who have been given the role of math teacher. Each person should play a major role in analyzing the math data, and reporting the results in such a way, that the staff will know exactly what mathematical concepts need instructional attention Workshops should be planned with focus on the areas of need.

Using the data from the SAT9, the administrator and all math support personnel should plan a "math dissemination workshop" to show teacher how to interpret the data. Teachers should be made aware of the specific sub-skill areas where students are performing poorly, i.e., problem solving. In professional development sessions, common planning time teachers and math support personnel should discuss and share best practices for teaching mathematics.

Professional development workshops in math should be provided for the entire staff.

*2.4 Achievement and Equity*

Provide time for staff to review the Yearly Checkpoint Review report, SAT9 and MCAS data, information/results from formative assessments, and Grade level skill analysis report. Develop a plan of action based on the information from these reports.

Develop individual instruction plans for students scoring on Performance Level one.

*3.3 Professional Development Plan*

The school would benefit from a revision of its professional development plan to more firmly root it in student needs. The school should undertake a thorough analysis of student achievement data to identify student needs. The mathematical program of instruction, for example, would benefit from professional development more aligned with student performance on the Stanford 9 Achievement test. This realignment means that all faculty needs to become more fully informed about student achievement data, as well as informal assessment conducted during the school year.

The school needs to provide professional development for teachers in mathematics. This need is pressing because of the switch from the Mathland program and materials to the Scott Foresman series.

*4.1 Curriculum*

Transitional math teachers to provide workshops for teachers on implementing math curriculum in their classes.

Seek a content coach for further assistance with implementation of the curriculum.

*4.2 Instruction*

Seek support for professional development in classroom management skills.

## 4051 Dickerman Elementary School

### 4.3 Structure to Support Learning

Seek out a change to provide expertise in an area of training the staff in Looking at Student Work.

Administrative input and presence at Common Planning Time to provide more structure and feedback.

### 5.2 Provision of Programmatic Services

Research the possibility of funding a part-time parent Coordinator with a stipend to free up funds for direct student services. Or, establish the coordinators responsibility: provide training as a tutor for the SFA program or as a support tutor for math instruction. The role of Parent Coordinator needs to take on a more academic focus (during the literacy block or math block).

Research the possibility of providing stipends for college interns to work directly with children, either during the day or during the after school program.

### 5.3 Provision of Student Supports

Establish monthly meetings of the Student Support Team to provide assistance for those students at risk emotionally and academically.

Provide follow-up on the Read Boston proposal to provide transportation for students at risk to attend the after school tutorial program.

### 6.1 Outreach to Families

Set an annual calendar for parent meetings.

### 6.3 Parental and Community

The Parent Coordinator can establish workshops for parents in the areas of math and reading, and how to help children with homework.

**Visiting Team Members:** Nick Balasalle, Myrtle David, Nancy Dyer, Gwen Jordan, Janet Williams (Chair)

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

# Accountability System

SY 1999-2000

## In-Depth review Visiting Team Final Report

### Indicator Ratings Summary

	DE	O	E	R
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	—	—	X	—
1.2. Ownership and Appropriateness of Vision	—	—	X	—
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	—	X	—	—
2.2. Criteria and Reporting	—	X	—	—
2.3. Using Data for Planning	—	—	X	—
2.4. Achievement and Equity	—	—	X	—
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	—	X	—	—
3.2. Administrator Assessment	—	X	—	—
3.3. Professional Development Plan	—	—	X	—
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	—	—	X	—
4.2. Instruction	—	—	X	—
4.3. Structure to Support Learning	—	—	X	—
<b>Essential 5. Align Resources with Instructional</b>				
5.1. Budget Supports Vision	—	X	—	—
5.2. Provision of Programmatic Services	—	—	X	—
5.3. Provision of Student Supports	—	—	X	—
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	X	—	—	—
6.2. Ongoing Dialogue	X	—	—	—
6.3. Parental and Community Participation	—	—	X	—
6.4. Partnerships with the Community	X	—	—	—
6.5. Decision-Making	—	X	—	—





# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME:      Dickerman Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
Reading - Performance-Based Assessment (Annual)						
Movement out of Level 1 (% In Lvl2-4)						
Black	63.4	99.0	70.5	78.0	A	83.3
Hispanic	*	99.0	*	71.4	*	78.3
Increase in High Achievement (% In Lvl3-4)						
Black	24.4	60.0	31.5	30.0	S	37.5
Hispanic	*	60.0	*	42.9	*	47.1
Mathematics - Performance-Based Assessment						
Movement out of Level 1 (% In Lvl2-4)						
Black	33.3	99.0	46.5	55.2	A	66.1
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	3.5	P	17.6
Additional Student Indicators						
Average Daily Student Attendance	93.2	95.0	93.6	94.5	A	94.6
% of Students Tested in Reading	100.0	98.0	98.0	97.1	D	97.4
% of Students Tested in Mathematics	98.1	98.0	98.0	98.8	A	98.0

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Dickerman Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	62.0	99.0	69.4	42.0	D	56.3
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	3.0	P	17.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	11.0	99.0	28.6	14.0	P	35.3
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	0.0	D	15.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	0.0	99.0	19.8	34.0	A	50.3
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	3.0	P	17.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	76.2	99.0	80.8	87.1	A	90.1
Increase in High Achievement (% In Lvl3-4)	42.9	60.0	46.3	19.4	D	29.5
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	59.7	99.0	67.5	71.9	A	78.7
Increase in High Achievement (% In Lvl3-4)	15.8	60.0	24.6	28.1	A	36.1
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	70.6	99.0	76.3	89.3	A	91.7
Increase in High Achievement (% In Lvl3-4)						
Black	41.2	60.0	44.9	17.9	D	28.4
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	60.8	99.0	68.4	71.0	A	78.0
Increase in High Achievement (% In Lvl3-4)						
Black	15.7	60.0	24.6	25.8	A	34.4

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4350 Mather Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

**Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

*2.4 Achievement and Equity*

What professional development is needed for teachers, in areas of belief systems and instruction, for students of color to be more successful?

What strategies will be developed to reduce the achievement gap for African American students?

Will peer review of student work ensure accuracy of scoring/evaluation using rubric for writing and math?

*3.1 Formal Assessment*

Should five-minute visits be combined with a longer unannounced classroom observation visit in the evaluation year for all provisionals, permanent teachers with less than three years and teachers new to the building?

*5.2 Provision of Programmatic Services*

Do steps need to be taken by administration to rectify this situation? If bilingual teachers feel marginalized and special education teachers feel unsupported, does perception become the reality?

*5.3 Provision of Student Supports*

While the new afternoon program shows promise, there needs to be a functioning SST during the school day. Should the Student Support Team enjoy the same status as other committees?

How can professional development be tailored to better target the needs of underachieving students?

*6.3 Parental and Community Participation*

Would instituting an ongoing series of informal, inclusive, welcoming events during evening hours be possible? For example, Family Math Night, hands-on Science Night, Literacy Night, Kwanzaa Celebration, etc. Could the school alternate grade level invitations and provide food and activities? Will this increase parental comfort level and involvement with school community?

**Visiting Team Members:** Mary Gaffney, Maryanne Gately, Teresa Harvey-Jackson (Chair), Tom Hocker, Priscilla Jones, Marlene Guy Pannell, Albert Taylor

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

## Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	___X___	___	___	___
1.2. Ownership and Appropriateness of Vision	___X___	___	___	___
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	___X___	___	___	___
2.2. Criteria and Reporting	___X___	___	___	___
2.3. Using Data for Planning	___X___	___	___	___
2.4. Achievement and Equity	___	___	___X___	___
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	___	___	___X___	___
3.2. Administrator Assessment	___	___X___	___	___
3.3. Professional Development Plan	___	___X___	___	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	___X___	___	___	___
4.2. Instruction	___	___X___	___	___
4.3. Structure to Support Learning	___	___X___	___	___
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	___	___X___	___	___
5.2. Provision of Programmatic Services	___	___	___X___	___
5.3. Provision of Student Supports	___	___	___X___	___
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	___	___X___	___	___
6.2. Ongoing Dialogue	___	___X___	___	___
6.3. Parental and Community Participation	___	___	___X___	___
6.4. Partnerships with the Community	___X___	___	___	___
6.5. Decision-Making	___	___X___	___	___

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Mather Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	42.0	99.0	53.4	69.0	A	76.5
Increase in High Achievement (% In Lvl3-4)	0.0	60.0	12.0	5.0	P	18.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	36.0	99.0	48.6	68.0	A	75.8
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	20.0	A	30.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	34.0	99.0	47.0	76.0	A	81.8
Increase in High Achievement (% In Lvl3-4)	1.0	60.0	12.8	22.0	A	31.5
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	98.1	99.0	98.3	71.1	D	78.1
Increase in High Achievement (% In Lvl3-4)	56.6	60.0	57.3	15.6	D	26.7
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	80.8	99.0	84.4	68.1	D	75.8
Increase in High Achievement (% In Lvl3-4)	54.8	60.0	55.8	25.5	D	34.1
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	100.0	99.0	99.0	68.0	D	75.8
White	*	99.0	*	85.7	*	89.0
Asian	92.3	99.0	93.6	72.7	D	79.3
Increase in High Achievement (% In Lvl3-4)						
Black	47.1	60.0	49.6	12.0	D	24.0
White	*	60.0	*	14.3	*	25.7
Asian	53.9	60.0	55.1	27.3	D	35.5
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	79.7	99.0	83.6	64.3	D	73.0
White	90.9	99.0	92.5	57.1	D	67.6
Hispanic	55.6	99.0	64.2	*	*	*
Asian	87.0	99.0	89.4	90.9	A	92.9
Increase in High Achievement (% In Lvl3-4)						
Black	46.9	60.0	49.5	14.3	D	25.7
White	54.6	60.0	55.6	14.3	D	25.7
Hispanic	44.4	60.0	47.6	*	*	*
Asian	73.9	60.0	60.0	54.6	D	55.9

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Mather Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	93.5	99.0	94.6	97.8	A	98.1
White	75.0	99.0	79.8	91.7	A	93.5
Hispanic	*	99.0	*	100.0	*	99.0
Asian	82.8	99.0	86.0	100.0	A	99.0
Bilingual Program Students	69.2	99.0	75.2	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	52.2	60.0	53.7	86.7	A	60.0
White	37.5	60.0	42.0	58.3	A	58.7
Hispanic	*	60.0	*	85.7	*	60.0
Asian	41.4	60.0	45.1	82.3	A	60.0
Bilingual Program Students	15.4	60.0	24.3	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	97.2	99.0	97.6	94.4	D	95.6
White	100.0	99.0	99.0	100.0	A	99.0
Asian	100.0	99.0	99.0	100.0	A	99.0
Bilingual Program Students	*	99.0	*	100.0	*	99.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	86.1	60.0	60.0	69.4	A	60.0
White	87.5	60.0	60.0	100.0	A	60.0
Asian	88.9	60.0	60.0	95.2	A	60.0
Bilingual Program Students	*	60.0	*	88.9	*	60.0
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	95.0	95.0	95.0	94.5	D	94.6
% of Students Tested in Reading	100.0	98.0	98.0	98.5	A	98.0
% of Students Tested in Mathematics	99.1	98.0	98.0	99.3	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4030 Beethoven Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Jane Bodner (Chair), Mary Ellen Bower (Chair), Edna Cason, Gina Freda, Kathi Mullin, Stanley Swartz

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### INDICATOR RATINGS SUMMARY

**Demonstrating  
Effectiveness**  
**Operational**  
**Emerging**  
**Readiness**

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Beethoven Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)		99.0		85.0		88.5
Increase in High Achievement (% In Lvl3-4)		60.0		7.0		20.3
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	57.0	99.0	65.4	87.0	A	90.0
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	45.0	A	48.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	70.0	99.0	75.8	82.0	A	86.3
Increase in High Achievement (% In Lvl3-4)	5.0	60.0	16.0	40.0	A	45.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	83.3	99.0	86.5	85.0	S	88.5
Increase in High Achievement (% In Lvl3-4)	22.2	60.0	29.8	30.0	A	37.5
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	72.5	99.0	77.8	70.0	D	77.3
Increase in High Achievement (% In Lvl3-4)	32.5	60.0	38.0	40.0	A	45.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	77.8	99.0	82.0	57.1	D	67.6
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	11.1	60.0	20.9	14.3	P	25.7
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	52.9	99.0	62.2	50.0	D	62.3
White	90.9	99.0	92.5	*	*	*
Hispanic	77.8	99.0	82.0	85.7	A	89.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	0.0	60.0	12.0	12.5	A	24.4
White	63.6	60.0	60.0	*	*	*
Hispanic	44.4	60.0	47.6	57.1	A	57.9

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Beethoven Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	70.0	99.0	75.8	80.0	A	84.8
White	82.3	99.0	85.7	100.0	A	99.0
Hispanic	92.3	99.0	93.6	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	45.0	60.0	48.0	30.0	D	37.5
White	64.7	60.0	60.0	76.9	A	60.0
Hispanic	38.5	60.0	42.8	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	50.0	99.0	59.8	90.0	A	92.3
White	*	99.0	*	85.7	*	89.0
Hispanic	*	99.0	*	100.0	*	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	20.0	A	30.0
White	*	60.0	*	42.9	*	47.1
Hispanic	*	60.0	*	28.6	*	36.4
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	95.3	95.0	95.0	96.0	A	95.0
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	98.9	98.0	98.0	100.0	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2140 Irving Middle School**

Yearly Checkpoint Review Rating: *Substantial Progress*

In-Depth Review Rating: *Operational*

Overall Accountability Rating: *Meeting Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

*3.2 Administrator Assessment*

provide current evidence of feedback from the assessment process

**Visiting Team Members:** Judy Berkowitz (Chair), William Connelly, Roberta Jackson, Catherine James, Ken Liatsos, Patricia Tonra

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.



# Accountability System

Irving

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

	Demonstrating Effectiveness	Operational	Emerging	Readiness
<b>Essential 1. Schoolwide Instructional Focus</b>				
1.1. Connections between Vision and Expectations	___ X ___	___	___	___
1.2. Ownership and Appropriateness of Vision	___ X ___	___	___	___
<b>Essential 2. Looking at Student Work and Data</b>				
2.1. Ongoing Assessment and Multiple Measures	___ X ___	___	___	___
2.2. Criteria and Reporting	___ X ___	___	___	___
2.3. Using Data for Planning	___ X ___	___	___	___
	___ X ___	___	___	___
2.4. Achievement and Equity	___ X ___	___	___	___
<b>Essential 3. Professional Development Plan</b>				
3.1. Formal Assessment	___ X ___	___	___	___
3.2. Administrator Assessment	___ - ___	X	___	___
3.3. Professional Development Plan	___ X ___	-	___	___
<b>Essential 4. Learn and Use Best Teaching Practices</b>				
4.1. Curriculum	___ X ___	___	___	___
4.2. Instruction	___ X ___	___	___	___
4.3. Structure to Support Learning	X	___	___	___
<b>Essential 5. Align Resources with Instructional Focus</b>				
5.1. Budget Supports Vision	___ X ___	___	___	___
5.2. Provision of Programmatic Services	___ X ___	___	___	___
5.3. Provision of Student Supports	___ X ___	-	___	___
<b>Essential 6. Involvement of Parents and Community</b>				
6.1. Outreach to Families	___ X ___	___	___	___
6.2. Ongoing Dialogue	___ X ___	___	___	___
6.3. Parental and Community Participation	___ X ___	___	___	___
6.4. Partnerships with the Community	___ X ___	___	___	___
6.5. Decision-Making	X	___	___	___

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Irving Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	58.0	99.0	66.2	76.0	A	81.8
Increase in High Achievement (% In Lvl3-4)	18.0	60.0	26.4	29.0	A	36.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	22.0	99.0	37.4	33.0	S	49.5
Increase in High Achievement (% In Lvl3-4)	10.0	60.0	20.0	9.0	D	21.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	17.0	99.0	33.4	17.0	M	37.5
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	4.0	P	18.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	86.7	99.0	89.1	87.1	P	90.1
Increase in High Achievement (% In Lvl3-4)	32.4	60.0	37.9	38.4	A	43.8
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	57.5	99.0	65.8	57.1	D	67.6
Increase in High Achievement (% In Lvl3-4)	21.8	60.0	29.5	24.0	P	33.0
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	84.5	99.0	87.4	81.0	D	85.5
White	98.8	99.0	98.8	98.9	A	98.9
Hispanic	81.4	99.0	84.9	86.4	A	89.5
Asian	95.2	99.0	96.0	100.0	A	99.0
SPED with standard or no accommodations <sup>3</sup>	73.1	99.0	78.3	66.7	D	74.8
Bilingual Program Students <sup>4</sup>	78.6	99.0	82.7	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	22.5	60.0	30.0	30.2	A	37.6
White	61.7	60.0	60.0	60.0	A	60.0
Hispanic	25.5	60.0	32.4	33.1	A	39.8
Asian	52.4	60.0	53.9	52.9	P	54.7
SPED with standard or no accommodations	11.5	60.0	21.2	14.8	P	26.1
Bilingual Program Students	7.1	60.0	17.7	*	*	*
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	52.2	99.0	61.6	48.6	D	61.2
White	72.5	99.0	77.8	72.7	P	79.3
Hispanic	50.4	99.0	60.1	54.0	P	65.2
Asian	95.0	99.0	95.8	94.1	D	95.3
SPED with standard or no accommodations	10.7	99.0	28.4	13.8	P	35.1
Bilingual Program Students	64.3	99.0	71.2	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	12.6	60.0	22.1	13.3	P	24.9
White	43.8	60.0	47.0	45.5	S	49.1
Hispanic	16.1	60.0	24.9	20.4	P	30.3
Asian	55.0	60.0	56.0	58.8	A	59.1
SPED with standard or no accommodations	0.0	60.0	12.0	3.5	P	17.6
Bilingual Program Students	14.3	60.0	23.4	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Irving Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	69.2	99.0	75.2	81.6	A	86.0
White	93.5	99.0	94.6	95.8	A	96.6
Hispanic	75.0	99.0	79.8	81.7	A	86.0
Asian	83.3	99.0	86.5	90.9	A	92.9
SPED with standard or no accommodations	53.9	99.0	62.9	71.4	A	78.3
Bilingual Program Students	54.6	99.0	63.4	54.6	M	65.7
Increase in High Achievement (% In Lvl3-4)						
Black	30.8	60.0	36.6	51.7	A	53.8
White	71.7	60.0	60.0	75.0	A	60.0
Hispanic	46.9	60.0	49.5	54.9	A	56.2
Asian	75.0	60.0	60.0	90.9	A	60.0
SPED with standard or no accommodations	23.1	60.0	30.5	28.6	S	36.4
Bilingual Program Students	36.4	60.0	41.1	18.2	D	28.6
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	42.0	99.0	53.4	26.0	D	44.3
White	73.9	99.0	78.9	75.0	P	81.0
Hispanic	44.9	99.0	55.7	39.3	D	54.3
SPED with standard or no accommodations	62.5	99.0	69.8	16.7	D	37.3
Bilingual Program Students	14.3	99.0	31.2	42.9	A	56.9
Increase in High Achievement (% In Lvl3-4)						
Black	7.3	60.0	17.8	0.0	D	15.0
White	13.0	60.0	22.4	15.0	P	26.3
Hispanic	2.0	60.0	13.6	4.9	P	18.7
SPED with standard or no accommodations	12.5	60.0	22.0	0.0	D	15.0
Bilingual Program Students	14.3	60.0	23.4	0.0	D	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	1.0	1.0	1.0	0.8	A	1.0
Average Daily Student Attendance	92.6	95.0	93.1	92.8	P	93.3
% of Students Tested in Reading	95.7	98.0	96.1	97.2	A	97.4
% of Students Tested in Mathematics	95.3	98.0	95.8	96.2	A	96.7

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4410 Ohrenberger Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Thomas Hopkins (Chair), Jean LaTerz, Jose Mata, Beverly Mitchell, David Mooney, Estelle Stuart

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

Initial 1	Schoolwide Instructional Focus	Operational	3.50
1.1.	Connections between Vision and Expectations	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
1.2.	Ownership and Appropriateness of Vision	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
Initial 2	Looking at Student Work and Data	Demonstrating Effectiveness	3.50
2.1.	Ongoing Assessment and Multiple Measures	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
2.2.	Criteria and Reporting	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
2.3.	Using Data for Planning	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
2.4.	Achievement and Equity	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
Initial 3	Professional Development Plan	Demonstrating Effectiveness	4.00
3.1.	Formal Assessment	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
3.2.	Administrator Assessment	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
3.3.	Professional Development Plan	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
Initial 4	Learn and Use Best Teaching Practices	Operational	3.33
4.1.	Curriculum	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
4.2.	Instruction	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
4.3.	Structure to Support Learning	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
Initial 5	Align Resources with Instructional Focus	Demonstrating Effectiveness	4.00
5.1.	Budget Supports Vision	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
5.2.	Provision of Programmatic Services	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
5.3.	Provision of Student Supports	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
Initial 6	Involvement of Parents and Community	Demonstrating Effectiveness	3.80
6.1.	Outreach to Families	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
6.2.	Ongoing Dialogue	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
6.3.	Parental and Community Participation	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0
6.4.	Partnerships with the Community	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3.0
6.5.	Decision-Making	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4.0



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Ohrenberger Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	64.0	99.0	71.0	80.0	A	84.8
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	1.0	D	15.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	41.0	99.0	52.6	63.0	A	72.0
Increase in High Achievement (% In Lvl3-4)	1.0	60.0	12.8	10.0	S	22.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	62.0	99.0	69.4	79.0	A	84.0
Increase in High Achievement (% In Lvl3-4)	8.0	60.0	18.4	11.0	P	23.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	91.9	99.0	93.3	81.6	D	85.9
Increase in High Achievement (% In Lvl3-4)	18.9	60.0	27.1	26.3	S	34.7
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	69.4	99.0	75.4	76.9	A	82.4
Increase in High Achievement (% In Lvl3-4)	18.1	60.0	26.4	28.2	A	36.2
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	90.5	99.0	92.2	82.3	D	86.5
White	*	99.0	*	66.7	*	74.8
Hispanic	100.0	99.0	99.0	90.9	D	92.9
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	14.3	60.0	23.4	23.5	A	32.6
White	*	60.0	*	33.3	*	40.0
Hispanic	20.0	60.0	28.0	18.2	D	28.6
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	62.5	99.0	69.8	70.6	A	77.7
White	72.7	99.0	78.0	77.8	S	83.1
Hispanic	79.0	99.0	83.0	83.3	A	87.2
SPED with standard or no accommodations	27.3	99.0	41.6	*	*	*
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	12.5	60.0	22.0	23.5	A	32.6
White	36.4	60.0	41.1	44.4	A	48.3
Hispanic	21.1	60.0	28.8	16.7	D	27.5
SPED with standard or no accommodations	9.1	60.0	19.3	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Ohrenberger Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	78.3	99.0	82.4	93.1	A	94.6
White	100.0	99.0	99.0	100.0	A	99.0
Hispanic	76.9	99.0	81.3	100.0	A	99.0
SPED with standard or no accommodations	71.4	99.0	76.9	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	30.4	60.0	36.3	72.4	A	60.0
White	84.6	60.0	60.0	63.6	A	60.0
Hispanic	38.5	60.0	42.8	70.0	A	60.0
SPED with standard or no accommodations	57.1	60.0	57.7	62.5	A	60.0
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	51.9	99.0	61.3	80.0	A	84.8
White	57.1	99.0	65.5	92.3	A	94.0
Hispanic	68.8	99.0	74.8	90.9	A	92.9
SPED with standard or no accommodations	25.0	99.0	39.8	*	*	*
Bilingual Program Students	75.0	99.0	79.8	83.3	A	87.2
Increase in High Achievement (% In Lvl3-4)						
Black	7.4	60.0	17.9	35.0	A	41.3
White	14.3	60.0	23.4	53.9	A	55.4
Hispanic	18.8	60.0	27.0	40.9	A	45.7
SPED with standard or no accommodations	0.0	60.0	12.0	*	*	*
Bilingual Program Students	25.0	60.0	32.0	33.3	A	40.0
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.3	95.0	94.4	95.8	A	95.0
% of Students Tested in Reading	99.1	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	99.3	98.0	98.0	100.0	A	98.0

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

## **4201 Channing Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Operational*  
Overall Accountability Rating: *Meeting Standards*

### **Key Recommendations for Indicators Rated at "Readiness" or "Emerging"**

#### *2.2 Criteria and Reporting*

A Cohort Content Coach would guide teachers in the area of keeping consistency across all grade levels (i.e., writing prompts across all grade levels at least twice a year would help teachers target areas for improvement).

Workshops for parents on how student work is accessed should be offered. Parents need to see exemplars of grade-level expectations.

#### *2.3 Using Data for Planning*

An agenda and notes of grade level meeting and LASW sessions would be evidence of such discussions.

#### *3.3 Professional Development Plan*

A school-wide plan and a plan for individual teacher professional development needs to be formalized for consistency and focus.

Produce a plan to engage 100% of the teachers and paraprofessionals in the adopted literacy model.

#### *4.3 Structure to Support Learning*

Utilize the cooperative grouping strategy. This might be a schoolwide focus.

Reword classroom rules in positive statements.

Update/replace classroom blackboards with corkboards or whiteboards. This can become a funding priority (SPC fundraising, business partners, etc.)

#### *6.1 Outreach to Families*

SSC and ILT should consider changing the two Open House evening to **academic** related workshops giving parents the opportunity to "learn like their children" and actually solve math problems using **manipulatives**.

Send parent surveys home with all students to get a better sense of **the needs** of the whole school parent population and coordinate/provide workshops accordingly.

#### *6.2 Ongoing Dialogue*

To foster continued growth and interest in the SPC, survey or duty lists could be circulated offering parents a choice in how they become more involved in the school.

#### *6.3 Parental and Community Participation*

Parents have requested evening meetings/workshops. The principal has tried to accommodate parents in this area, but more incentives should be offered to encourage attendance (pot luck suppers, child care, student presentations, raffles, etc.)

More "good news" phone calls.

#### *6.5 Decision-Making*

ILT should report to SSC monthly on academic issues.

A parent should be invited to attend ILT meeting whenever possible.

Cohort money might also be used to fund a parent liaison.

## 4201 Channing Elementary School

**Visiting Team Members:** Audrey Coleman, Jean Dorcus (Chair), Phyllis Feaster, Therese Maloney, Kenneth Owens, Saide Rouhana, Marilyn Stewart

### Explanation of Ratings

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

✓    —    —    —  
✓    —    —    —

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

—    ✓    —    —  
—    —    ✓    —  
—    —    ✓    —  
—    ✓    —    —

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

—    ✓    —    —  
—    ✓    —    —  
—    —    ✓    —

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

—    ✓    —    —  
—    ✓    —    —  
—    —    ✓    —

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

✓    —    —    —  
—    ✓    —    —  
—    ✓    —    —

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

—    —    ✓    —  
—    —    ✓    —  
—    —    ✓    —  
✓    —    —    —  
—    —    ✓    —



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Channing Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	66.0	99.0	72.6	82.0	A	86.3
Increase in High Achievement (% In Lvl3-4)	8.0	60.0	18.4	10.0	P	22.5
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	43.0	99.0	54.2	67.0	A	75.0
Increase in High Achievement (% In Lvl3-4)	2.0	60.0	13.6	14.0	A	25.5
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	67.0	99.0	73.4	75.0	A	81.0
Increase in High Achievement (% In Lvl3-4)	8.0	60.0	18.4	35.0	A	41.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	87.8	99.0	90.0	79.6	D	84.4
Increase in High Achievement (% In Lvl3-4)	46.9	60.0	49.6	34.7	D	41.0
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	83.8	99.0	86.8	66.0	D	74.3
Increase in High Achievement (% In Lvl3-4)	39.1	60.0	43.2	28.3	D	36.2
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	88.9	99.0	90.9	75.6	D	81.5
White	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	38.9	60.0	43.1	31.7	D	38.8
White	87.5	60.0	60.0	*	*	*
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	79.5	99.0	83.4	65.9	D	74.2
White	91.7	99.0	93.1	*	*	*
Hispanic	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	34.6	60.0	39.7	27.3	D	35.5
White	75.0	60.0	60.0	*	*	*
Hispanic	30.8	60.0	36.6	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Channing Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	80.0	99.0	83.8	81.6	P	85.9
White	100.0	99.0	99.0	*	*	*
Hispanic	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvls3-4)						
Black	37.1	60.0	41.7	52.6	A	54.5
White	62.5	60.0	60.0	*	*	*
Hispanic	71.4	60.0	60.0	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvls2-4)						
Black	77.3	99.0	81.6	57.4	D	67.8
White	88.9	99.0	90.9	*	*	*
Hispanic	*	99.0	*	50.0	*	62.3
Increase in High Achievement (% In Lvls3-4)						
Black	20.5	60.0	28.4	20.4	D	30.3
White	44.4	60.0	47.6	*	*	*
Hispanic	*	60.0	*	12.5	*	24.4
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	94.7	95.0	94.8	94.0	D	94.3
% of Students Tested in Reading	100.0	98.0	98.0	98.6	A	98.0
% of Students Tested in Mathematics	100.0	98.0	98.0	97.5	D	97.6



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**2120 Lewenberg Middle School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Dana Buefort, John Butler, Catherine Campbell, George Cox (Chair), Daniel Driscoll, Corinna Holloway

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

Demonstrating  
Effectiveness  
Operational  
Emerging  
Readiness

#### **Essential 1. Schoolwide Instructional Focus**

1.1. Connections between Vision and Expectations	X	—	—	—
1.2. Ownership and Appropriateness of Vision	X	—	—	—

#### **Essential 2. Looking at Student Work and Data**

2.1. Ongoing Assessment and Multiple Measures	X	—	—	—
2.2. Criteria and Reporting	X	—	—	—
2.3. Using Data for Planning	—	X	—	—
2.4. Achievement and Equity	—	X	—	—

#### **Essential 3. Professional Development Plan**

3.1. Formal Assessment	X	—	—	—
3.2. Administrator Assessment	X	—	—	—
3.3. Professional Development Plan	—	X	—	—

#### **Essential 4. Learn and Use Best Teaching Practices**

4.1. Curriculum	—	X	—	—
4.2. Instruction	—	X	—	—
4.3. Structure to Support Learning	X	—	—	—

#### **Essential 5. Align Resources with Instructional Focus**

5.1. Budget Supports Vision	X	—	—	—
5.2. Provision of Programmatic Services	X	—	—	—
5.3. Provision of Student Supports	X	—	—	—

#### **Essential 6. Involvement of Parents and Community**

6.1. Outreach to Families	X	—	—	—
6.2. Ongoing Dialogue	X	—	—	—
6.3. Parental and Community Participation	X	—	—	—
6.4. Partnerships with the Community	X	—	—	—
6.5. Decision-Making	—	X	—	—

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Lewenberg Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	67.0	99.0	73.4	55.0	D	66.0
Increase in High Achievement (% In Lvl3-4)	22.0	60.0	29.6	12.0	D	24.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	16.0	99.0	32.6	15.0	D	36.0
Increase in High Achievement (% In Lvl3-4)	5.0	60.0	16.0	1.0	D	15.8
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	12.0	99.0	29.4	8.0	D	30.8
Increase in High Achievement (% In Lvl3-4)	3.0	60.0	14.4	1.0	D	15.8
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	85.4	99.0	88.1	81.4	D	85.8
Increase in High Achievement (% In Lvl3-4)	17.4	60.0	25.9	22.2	S	31.6
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	42.3	99.0	53.6	47.6	P	60.5
Increase in High Achievement (% In Lvl3-4)	15.7	60.0	24.5	14.0	D	25.5
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	85.0	99.0	87.8	80.5	D	85.1
White	96.9	99.0	97.3	96.3	D	97.0
Hispanic	83.9	99.0	86.9	74.2	D	80.4
Asian	72.2	99.0	77.6	85.7	A	89.0
SPED with standard or no accommodations <sup>3</sup>	62.5	99.0	69.8	57.9	D	68.2
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	14.6	60.0	23.7	18.8	P	29.1
White	34.4	60.0	39.5	59.3	A	59.4
Hispanic	22.6	60.0	30.1	25.8	P	34.4
Asian	16.7	60.0	25.3	7.1	D	20.4
SPED with standard or no accommodations	8.3	60.0	18.7	10.5	P	22.9
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	35.9	99.0	48.6	43.4	S	57.3
White	51.5	99.0	61.0	76.0	A	81.8
Hispanic	61.3	99.0	68.8	51.6	D	63.5
Asian	83.3	99.0	86.5	71.4	D	78.3
SPED with standard or no accommodations	8.0	99.0	26.2	27.8	A	45.6
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	10.2	60.0	20.1	10.9	P	23.2
White	27.3	60.0	33.8	28.0	P	36.0
Hispanic	29.0	60.0	35.2	22.6	D	31.9
Asian	50.0	60.0	52.0	28.6	D	36.4
SPED with standard or no accommodations	8.0	60.0	18.4	0.0	D	15.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

<sup>1</sup> Grades 4, 8, or 10

<sup>2</sup> Across grades tested

<sup>3</sup> If student is both SPED and Bilingual, they are double counted.

<sup>4</sup> Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Lewenberg Middle

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	61.5	99.0	69.0	77.0	A	82.5
White	83.3	99.0	86.5	100.0	A	99.0
Hispanic	81.3	99.0	84.8	92.9	A	94.4
Asian	54.6	99.0	63.4	85.7	A	89.0
SPED with standard or no accommodations	69.2	99.0	75.2	77.8	A	83.1
Increase in High Achievement (% In Lvl3-4)						
Black	27.5	60.0	34.0	34.5	A	40.9
White	58.3	60.0	58.7	80.0	A	60.0
Hispanic	37.5	60.0	42.0	42.9	A	47.1
Asian	27.3	60.0	33.8	71.4	A	60.0
SPED with standard or no accommodations	15.4	60.0	24.3	44.4	A	48.3
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	19.3	99.0	35.3	21.1	P	40.5
White	14.3	99.0	31.2	66.7	A	74.8
Hispanic	8.3	99.0	26.5	28.6	A	46.2
Asian	25.0	99.0	39.8	*	*	*
SPED with standard or no accommodations	0.0	99.0	19.8	9.1	P	31.6
Increase in High Achievement (% In Lvl3-4)						
Black	0.0	60.0	12.0	0.0	M	15.0
White	0.0	60.0	12.0	0.0	M	15.0
Hispanic	8.3	60.0	18.7	0.0	D	15.0
Asian	0.0	60.0	12.0	*	*	*
SPED with standard or no accommodations	0.0	60.0	12.0	0.0	M	15.0
<b>Additional Student Indicators</b>						
Dropout Reduction-Annual (Middle)	0.0	1.0	1.0	0.6	A	1.0
Average Daily Student Attendance	91.2	95.0	92.0	92.5	A	93.1
% of Students Tested in Reading	96.1	98.0	96.5	98.6	A	98.0
% of Students Tested in Mathematics	95.8	98.0	96.3	97.4	A	97.6

**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4391 O'Hearn Elementary School**

Yearly Checkpoint Review Rating: *Substantial Progress*  
In-Depth Review Rating: *Demonstrating Effectiveness*  
Overall Accountability Rating: *Exceeding Standards*

Key Recommendations for Indicators Rated at "Readiness" or "Emerging"

All Indicators rated above "Readiness" or "Emerging"

**Visiting Team Members:** Kay Balasalle, Pat Crowley (Chair), Maria Jean-Jocelyn, Peggy Kemp, Citerial Trotman

**Explanation of Ratings**

**Yearly Checkpoint Review:** provides multiyear data on those indicators that are primarily quantitative in nature (e.g., academic achievement, attendance, dropout, promotion, etc.). For each indicator the school receives a Progress Code indicating the degree of progress made in achieving its Yearly Objective. These codes classify the progress of each *Objective* into one of five categories: 'Met or Exceeded', 'Made Substantial Progress', 'Made Some Progress', 'Maintained' or 'Declined'. The Progress Codes are averaged across all indicators yielding a single classification.

**In-Depth Review:** Cluster based teams review the school's portfolio and visit the school to collect evidence concerning the school's accomplishments on the twenty indicators in the six key areas of *Whole School Change*. As a result of the Visiting Team's evaluation, the school is classified into one of four categories: 'Demonstrating Effectiveness', 'Operational', 'Emerging', or 'Readiness'

**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

✓  
✓  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

\_\_\_\_  
✓  
✓  
\_\_\_\_  
\_\_\_\_  
✓  
\_\_\_\_  
\_\_\_\_

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

✓  
✓  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
✓  
\_\_\_\_  
\_\_\_\_

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

\_\_\_\_  
\_\_\_\_  
✓  
✓  
\_\_\_\_  
\_\_\_\_  
✓  
\_\_\_\_  
\_\_\_\_

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

✓  
✓  
✓  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

✓  
✓  
✓  
✓  
✓  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: O'Hearn Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	87.0	99.0	89.4	87.0	M	90.0
Increase in High Achievement (% In Lvl3-4)	19.0	60.0	27.2	17.0	D	27.8
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	69.0	99.0	75.0	78.0	A	83.3
Increase in High Achievement (% In Lvl3-4)	28.0	60.0	34.4	39.0	A	44.3
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	78.0	99.0	82.2	83.0	A	87.0
Increase in High Achievement (% In Lvl3-4)	28.0	60.0	34.4	44.0	A	48.0
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	100.0	99.0	99.0	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)	46.7	60.0	49.3	63.2	A	60.0
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	94.1	99.0	95.1	84.2	D	87.9
Increase in High Achievement (% In Lvl3-4)	67.7	60.0	60.0	42.1	D	46.6
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	100.0	99.0	99.0	100.0	A	99.0
Increase in High Achievement (% In Lvl3-4)						
Black	33.3	60.0	38.7	64.3	A	60.0
<b>Mathematics Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	91.3	99.0	92.8	78.6	D	83.7
White	100.0	99.0	99.0	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	52.2	60.0	53.7	35.7	D	41.8
White	100.0	60.0	60.0	*	*	*

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: O'Hearn Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	100.0	99.0	99.0	88.9	D	91.4
White	100.0	99.0	99.0	*	*	*
SPED with standard or no accommodations	*	99.0	*	57.1	*	67.6
Increase in High Achievement (% In Lvl3-4)						
Black	45.5	60.0	48.4	83.3	A	60.0
White	71.4	60.0	60.0	*	*	*
SPED with standard or no accommodations	*	60.0	*	42.9	*	47.1
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	55.6	99.0	64.2	92.9	A	94.4
Increase in High Achievement (% In Lvl3-4)						
Black	22.2	60.0	29.8	28.6	S	36.4
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	95.0	95.0	95.0	95.0	A	95.0
% of Students Tested in Reading	100.0	98.0	98.0	100.0	A	98.0
% of Students Tested in Mathematics	100.0	98.0	98.0	92.9	D	94.1



**BPS Accountability System**  
**In-Depth Review**  
**Summary of IDR Teams'**  
**Final Report Recommendations**

**4151 Taylor Elementary School**

Yearly Checkpoint Review Rating: *Some Progress*  
In-Depth Review Rating: *Emerging*  
Overall Accountability Rating: *Not Meeting Standards: Targeted Change*

**Key Recommendations for Indicators Rated at “Readiness” or “Emerging”**

*2.1 Ongoing Assessment and Multiple Measures*

The use of portfolios as an assessment tool needs to be defined as to their use, as a learning tool, their content, location in classrooms, etc.

Teachers need to include the portfolios as part of the records that go to the next grade level.

*2.2 Criteria and Reporting*

Standards, rubrics and varied student work must be visible in classrooms and hallways

The Team felt it is critical for the administration, specifically the principle, to be an active participant at LASW sessions.

*3.3 Professional Development Plan*

The principle should engage individual teachers in conversations to develop individual professional; development plans

The principle should provide specific support for these teachers whose practice is not satisfactory. He should convey the extent of this support and express his expectations of quality, active teaching.

*4.1 Curriculum*

The school should gradually introduce the eight literacy components to all teachers

*4.2 Instruction*

The school needs to provide total support for the LC model and share the information of what is being learned about literacy with the entire school community, including parents

*4.3 Structure to Support Learning*

School needs to explore a greater variety of teaching materials that will help support the LC model as well as other programmatic areas.

The school staff needs to make accommodations to meet differences in, learning needs to reach next proficiency level. This applies to regular education and special education students.

*5.3 Provision of Student Supports*

The Team strongly urges the school to implement a literacy model for all grades with special attention to grades 3-5

*6.1 Outreach to Families*

Documents generated by the school to the general school population must be done in two languages (English and Creole)

The Student Support Team should consider adding one or more classroom teachers to its membership.

*6.2 Ongoing Dialogue*

As stated in other indicators, a concerted and genuine effort must be made to reach out to the Haitians parent community using its own language.

The school should make efforts to work with agencies that service the Haitian community to assist them in making the Taylor an inclusionary school.

## 4151 Taylor Elementary School

**Visiting Team Members:** Amelia Ambrose, Aaron Fink, Inez Johnson, Alfredo Nunez (Chair), Patricia Perchard, Shirlayne Ramos, Judith Waterhouse

### Explanation of Ratings

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**Overall Accountability Rating:** The combination of the quantitative rating (YCR) and the qualitative rating (IDR) results in the Overall Accountability Rating.

SY1999-2000

## In-Depth Review Visiting Team Final Report

### Indicator Ratings Summary

*Demonstrating  
Effectiveness*  
*Operational*  
*Emerging*  
*Readiness*

#### **Essential 1. Schoolwide Instructional Focus**

- 1.1. Connections between Vision and Expectations
- 1.2. Ownership and Appropriateness of Vision

___	✓	___	___
___	✓	___	___

#### **Essential 2. Looking at Student Work and Data**

- 2.1. Ongoing Assessment and Multiple Measures
- 2.2. Criteria and Reporting
- 2.3. Using Data for Planning
- 2.4. Achievement and Equity

___	___	✓	___
___	___	✓	___
___	✓	___	___
___	✓	___	___

#### **Essential 3. Professional Development Plan**

- 3.1. Formal Assessment
- 3.2. Administrator Assessment
- 3.3. Professional Development Plan

___	✓	___	___
___	✓	___	___
___	___	✓	___

#### **Essential 4. Learn and Use Best Teaching Practices**

- 4.1. Curriculum
- 4.2. Instruction
- 4.3. Structure to Support Learning

___	___	✓	___
___	___	✓	___
___	___	✓	___

#### **Essential 5. Align Resources with Instructional Focus**

- 5.1. Budget Supports Vision
- 5.2. Provision of Programmatic Services
- 5.3. Provision of Student Supports

✓	___	___	___
✓	___	___	___
___	___	✓	___

#### **Essential 6. Involvement of Parents and Community**

- 6.1. Outreach to Families
- 6.2. Ongoing Dialogue
- 6.3. Parental and Community Participation
- 6.4. Partnerships with the Community
- 6.5. Decision-Making

___	___	✓	___
___	___	✓	___
___	✓	___	___
___	✓	___	___
___	✓	___	___



# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Taylor Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress **	SY99-00 New Objective
<b>Student Academic Performance</b>						
<b>MCAS<sup>1</sup></b>						
<b>Reading</b>						
Movement out of Level 1 (% In Lvl2-4)	71.0	99.0	76.6	63.0	D	72.0
Increase in High Achievement (% In Lvl3-4)	8.0	60.0	18.4	4.0	D	18.0
<b>Mathematics</b>						
Movement out of Level 1 (% In Lvl2-4)	41.0	99.0	52.6	41.0	M	55.5
Increase in High Achievement (% In Lvl3-4)	7.0	60.0	17.6	12.0	P	24.0
<b>Science &amp; Technology</b>						
Movement out of Level 1 (% In Lvl2-4)	53.0	99.0	62.2	71.0	A	78.0
Increase in High Achievement (% In Lvl3-4)	7.0	60.0	17.6	15.0	S	26.3
<b>Stanford 9 Achievement Tests<sup>2</sup></b>						
<b>Reading - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	93.1	99.0	94.2	87.0	D	90.0
Increase in High Achievement (% In Lvl3-4)	33.3	60.0	38.7	36.4	S	42.3
<b>Mathematics - Cohort</b>						
Movement out of Level 1 (% In Lvl2-4)	76.2	99.0	80.8	70.9	D	77.9
Increase in High Achievement (% In Lvl3-4)	37.8	60.0	42.2	34.2	D	40.6
<b>Achievement Gaps</b>						
<b>Reading - Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	93.7	99.0	94.7	85.9	D	89.2
SPED with standard or no accommodations <sup>3</sup>	*	99.0	*	58.3	*	68.5
Bilingual Program Students <sup>4</sup>	*	99.0	*	85.7	*	89.0
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	34.9	60.0	39.9	35.2	P	41.4
SPED with standard or no accommodations	*	60.0	*	0.0	*	15.0
Bilingual Program Students	*	60.0	*	0.0	*	15.0
<b>Mathematics Cohort</b>						
<b>Movement out of Level 1 (% In Lvl2-4)</b>						
Black	75.0	99.0	79.8	69.9	D	77.1
SPED with standard or no accommodations	56.3	99.0	64.8	16.7	D	37.3
Bilingual Program Students	44.4	99.0	55.4	50.0	S	62.3
<b>Increase in High Achievement (% In Lvl3-4)</b>						
Black	39.8	60.0	43.9	34.3	D	40.7
SPED with standard or no accommodations	0.0	60.0	12.0	8.3	S	21.2
Bilingual Program Students	0.0	60.0	12.0	0.0	M	15.0

\*\* Progress Key: A-Exceeded or Achieved Objective, S-Substantial Progress, P-Some Progress, M-Maintained, D-Declined

\* Calculations not performed with fewer than 7 students.

1 Grades 4, 8, or 10

2 Across grades tested

3 If student is both SPED and Bilingual, they are double counted.

4 Lau Steps 3 and 4

# Boston Public Schools

## YEARLY CHECKPOINT REVIEW REPORT (1998-1999)

SCHOOL NAME: Taylor Elementary

Systemwide Accountability Indicators	SY97-98 Actual	SY2002-3 Goal	SY98-99 Objective	SY98-99 Actual	SY98-99 Progress	SY99-00 New Objective
<b>Reading - Performance-Based Assessment (Annual)</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	78.3	99.0	82.4	86.2	A	89.4
White	71.4	99.0	76.9	*	*	*
Increase in High Achievement (% In Lvl3-4)						
Black	34.8	60.0	39.8	43.1	A	47.3
White	57.1	60.0	57.7	*	*	*
<b>Mathematics - Performance-Based Assessment</b>						
Movement out of Level 1 (% In Lvl2-4)						
Black	63.4	99.0	70.5	82.1	A	86.3
SPED with standard or no accommodations	*	99.0	*	64.3	*	73.0
Bilingual Program Students	10.0	99.0	27.8	36.4	A	52.0
Increase in High Achievement (% In Lvl3-4)						
Black	18.3	60.0	26.6	34.6	A	41.0
SPED with standard or no accommodations	*	60.0	*	35.7	*	41.8
Bilingual Program Students	0.0	60.0	12.0	9.1	S	21.8
<b>Additional Student Indicators</b>						
Average Daily Student Attendance	95.4	95.0	95.0	95.9	A	95.0
% of Students Tested in Reading	97.8	98.0	97.8	96.6	D	96.9
% of Students Tested in Mathematics	97.3	98.0	97.5	96.1	D	96.6

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## APPENDIX B

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- Evaluation Survey to schools
- Evaluation Survey to visiting team members





## BPS Accountability System In-Depth Review Survey to IDR Schools

Dear IDR Portfolio Team Member,

As we finish the first round of the In-Depth Review Cycle, it is critical to the future success of the IDR to get your unique input on what worked and what could be improved. We recognize that this is a very busy time of year for you and we know that you have worked hard on this project, but your input is important. Please complete this survey and return it to the Office of Research, Assessment, and Evaluation by April 28, 2000.

THANK YOU

### BACKGROUND (Please check all that apply to you)

You are a...

☐ Teacher    ☐ Administrator    ☐ Other member of school community (please specify ) \_\_\_\_\_

At your school, you ...

☐ Helped to prepare the school's portfolio.    ☐ Had direct contact with the members of the visiting team.    ☐ Other: (please explain) \_\_\_\_\_

The size of your school is ...    ☐ small    ☐ medium    ☐ large

Your school is ...    ☐ an elementary school    ☐ a secondary school

### TRAINING/ MANUAL

Did you attend the informational session that was held in September, 1999?    ☐ Yes    ☐ No

How many training sessions did you attend?    ☐ 0    ☐ 1    ☐ 2

Now that you've finished the process, how useful was the training in preparing you for the IDR process?

☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful    ☐ Did not attend

Please suggest the changes, if any, that you would recommend for the training process.

Was the training manual clear and comprehensive? If not, what changes would you recommend?

Were the rubrics clear and comprehensive? If not, what changes would you recommend?

To what extent do you feel that the IDR process will be useful to *you*, professionally/ personally?

☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful    ☐ Not sure

Please Explain

## PORTFOLIO PREPARATION

How much time did you personally spend working on the school portfolio?

- ☐ None    ☐ 0 to 10 hrs.    ☐ 10 to 15 hrs.    ☐ 15 to 20 hrs.    ☐ More than 20 hrs.

Do you have suggestions for revising the form/ content of the portfolio so that the school is more accurately portrayed?

Can you suggest ways to streamline the portfolio development process?

## SITE VISITS

Do you feel that the Visiting Team got to observe what you feel are the important features of the school?

In the future, how many days do you think a Visiting Team should spend at a school similar to yours? \_\_\_\_\_ days

Are you aware of any problems/ difficulties that arose during the site visits? Please explain.

Can you suggest ways to maximize the efficacy of the Visiting Team's visits or to improve the site visit process?

## FINAL REPORT

Was the Visiting Team's overall rating for the school the same as yours?

- ☐ Yes    ☐ No, my rating was higher    ☐ No, my rating was lower    ☐ Not sure

To what degree do you think the Visiting Team's recommendations will be useful to your school?

- ☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful    ☐ Not sure

## THE OVERALL IDR PROCESS

To what extent do you feel that the IDR process will be useful to the school?

- ☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful    ☐ Not sure



Boston Public Schools  
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## BPS Accountability System In-Depth Review IDR Visiting Team Member Survey

Dear IDR Visiting Team Member,

As we finish the first round of the In-Depth Review Cycle, it is critical to the future success of the IDR to get your unique input on what worked and what could be improved. We recognize that this is a very busy time of year for you and we know that you have worked hard on this project but your input is important. We need this survey completed and returned to the Office of Research, Assessment, and Evaluation by April 28, 2000.

THANK YOU

### BACKGROUND (Please check all that apply to you)

You are a...

☐ Teacher ☐ Administrator ☐ Business/ Higher Education Partner ☐ Parent ☐ Other \_\_\_\_\_

On your team, you served as

☐ Chair ☐ Recorder ☐ Member ☐ Other: (please explain) \_\_\_\_\_

### TRAINING/ MANUAL

How many training sessions and make-up sessions did you attend? ☐ 1 ☐ 2 ☐ 3

Now that you've finished the process, how useful was the training in preparing for the IDR process?

☐ Very useful ☐ Moderately useful ☐ Slightly useful ☐ Not useful

Please suggest the changes, if any, that you would recommend to the training process.

Were the rubrics clear and comprehensive? If not, what changes you would recommend.

### PORTFOLIO REVIEW PROCESS

How much time did it take for you to review and understand the school portfolio?

☐ Less than 5 hours ☐ Between 5 and 10 hours ☐ Between 10 and 15 hours ☐ More than 15 hours

Do you have suggestions for revising the form and/or content of the Portfolio so that the school is accurately portrayed?

## SITE VISITS

How would you rate the size of the school you visited?

☐ Small      ☐ Medium      ☐ Large

How much on-site time did it take you to gather the evidence for your report?

☐ Between 11 and 15 hrs.    ☐ Between 16 and 20 hrs.    ☐ Between 21 and 25 hrs.    ☐ More than 26 hrs.

In the future, how much time do you think an IDR Team should spend at a school similar to the one you observed?

Did you experience any problems during your site visit? If yes, please explain the nature of these problems.

Can you suggest ways to maximize the efficacy of the Team's visits or to improve the site visit process?

## FINAL REPORT

How did your team split the responsibilities for producing the final report? Can you suggest ways for improving the form and content of the Final Report? Can you suggest ways for streamlining the process of producing the Final Report?

## THE OVERALL IDR PROCESS

To what extent do you feel that the IDR process will be useful to *you*, professionally/ personally?

☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful

In what ways will it be useful?

To what extent do you feel that the IDR process will be useful to *the school*?

☐ Very useful    ☐ Moderately useful    ☐ Slightly useful    ☐ Not useful

What kinds of feasible and reasonable incentives can we provide for the IDR Visiting Team participants next year?



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